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Youth Hiring Practices and Policies: A Survey of Employers in Metropolitan Chicago

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YOUTH HIRING PRACTICES AND POLICIES:

A SURVEY OF EMPLOYERS IN

METROPOLITAN

CHICAGO

by

Frank J. Stangel

A Thesis Submitted to the Faculty of the Institute of
Social and Industrial Relations of Loyola Univer-
sity in Partial Fulfillment of the Require-
ments for the Degree of Master of So-
cial and Industrial Relations

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1965

LIFE

Frank Joseph Stangel was born in Manitowac, Wisconsin, and now resides in Chicago, Illinois, with his wife and two children.

Upon graduation from St. Norbert High School, in West DePere, Wisconsin, he attended Marquette University where he obtained a B A Degree in Economics. In 1960, he began graduate studies at Loyola University's Institute of Industrial Relations.

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INTRODUCTION

The Problem

Today, one of the problems facing the citizens of Metropolitan Chicago is unemployment among young males and females who are 21 years old and under. These youths may be high school dropouts, high school graduates, or those with some college education. Many local organizations are successfully helping some of these young people to assume adult responsibilities and to find jobs, but youth unemployment continues to be a problem.¹

Youth unemployment is a significant problem for three reasons. First, both in times of prosperity and of depression, unemployment rates for young people have been consistently higher than for older groups because young workers are generally inexperienced and are likely to change jobs frequently.² Nationally, in April, 1964, the unemployment rate for the

¹Among others are: the Chicago Board of Education (Urban Youth Program), Chicago Boys Clubs, Chicago Urban League, Chicago Youth Centers, Chicago Youth Development Program, Circle of Nine, Commission on Youth Welfare, Cook County Department of Public Aid, Double E Program, Illinois State Employment Service, Illinois Youth Commission, Jewish Vocational Service, Jobs for Youth Program, JOBS Project, Lawndale Youth Helpers, Northtown Vocational Council, Y.M.C.A. Program for Detached Workers, and Youth Guidance - Youth Service.

²Ewan Clague, Wealth and Welfare in the 1960's, A Report before the Annual Meeting of the National Conference of Catholic Charities, Atlantic City, New Jersey, September 15, 1962, Prepared by the Commissioner of Labor Statistics, U.S. Department of Labor (Washington: U.S. Government Printing Office, 1962), p. 5.

14 to 19 year old age group was 16.2 percent, while for the total civilian labor force it was only 5.4 percent.³ In April, 1959, it was approximately 13 percent and 5 percent, respectively.⁴ Similarly, in the Standard Metropolitan Statistical Area (SMSA) for Chicago, according to the 1960 Census of Population, the rate of unemployment was 8.6 percent and 4.3 percent, respectively.⁵ Second, it is an economic loss to society for young people to be unemployed because they fail to develop their potential.⁶ Finally, even though young people are not usually breadwinners, they should not be out of work because they must still develop experience and work habits in preparation for a career.⁷

Although unemployment may affect all youths regardless of their educational background, it has been generally true that the rate of youth unemployment is highest for the dropouts because they do not remain in school long enough to develop into desirable job prospects. Nationally, in October, 1963, the rate

³U.S. Bureau of Labor Statistics, Employment and Earnings, X (1964), 12.

⁴Clague, p.4.

⁵U.S. Bureau of Census, U.S. Census of Population: 1960, I, Characteristics of the Population, Part 15, Illinois (Washington: U.S. Government Printing Office, 1963), pp. 545 - 46. Standard Metropolitan Statistical Area (SMSA) for Chicago Includes: Cook, DuPage, Kane, Lake, McHenry, and Will Counties. Later Chicago figures on youth unemployment were not available.

⁶Carl Rosenfeld, "The Employment of Students, October, 1961", Monthly Labor Review, LXXXV (June, 1962), 635.

⁷Vera C. Perrella, "Special Labor Force Report: Employment of High School Graduates and Dropouts in 1963", Monthly Labor Review, LXXXVII (May, 1964), 528.

- 3 -

of unemployment for the dropouts who were 16 to 21 years old was 18 percent or about two-thirds higher than that of the graduates. The female dropouts headed the list with 25 percent of them looking for work.⁸

In the city of Chicago and the SMSA the labor force will, in general, become younger than it was in 1960. Today there are many more young people in the labor force because of the increased birth rate which started in the 1940's and continued into the post war years.⁹ By 1970, in the Metropolitan Chicago area the young people 14 to 19 years old in the labor force will increase by 54 percent, while the mature workers 35 to 44 years old will decrease by 2 percent and 45 to 54 year olds will increase by only 17 percent.¹⁰ For the SMSA the projected increase between 1960 and 1970 for workers 14 to 24 years old is 67 percent, while for the total labor force the increase will be only 15 percent. Similarly, in the city of Chicago between 1960 and

⁸Ibid., p.527. Chicago totals were not available.

⁹Evelyn M. Kitagawa and Patricia Hodge, Population Projections for the City of Chicago and the Chicago Standard Metropolitan Statistical Area 1970 and 1980 (Chicago: University of Chicago, Population Research and Training Center, 1964), pp. 16 - 17. See also: President's Committee on Youth Employment, The Challenge of Jobless Youth, A Report Submitted to the President of the U.S., April 24, 1963 (Washington: U.S. Government Printing Office, 1963), p.1.

¹⁰Governor's Committee on Unemployment, Report of the Governor's Committee on Unemployment, Illinois, January, 1963, (Springfield: Illinois Information Service, 1963), p.31, citing D. J. Bogue and D. P. Dandekas, Population Trends and Prospects for the Chicago - Northwestern Indiana Consolidated Metropolitan Area: 1960 - 1990, University of Chicago, 1962.

1970 the workers aged 14 to 24 will increase by 32 percent, whereas the total labor force will decrease by 4 percent.¹¹

Concurrently, technological advances are reducing the number of unskilled and semi-skilled jobs, and the high school diploma is frequently a prerequisite for employment in all but the unskilled jobs.¹² Add to these problems the possibility that our young people may neither understand themselves fully as young adults nor realize the demands of the labor market and the employers' needs, and the real employment problems facing our youths can be understood more clearly.

The Purpose

This study was made to ascertain:

- (1) the extent to which employers hire males and females 21 years old and under at present and plan to hire them in the future,
- (2) the kind of jobs for which they hire them, and
- (3) the current youth hiring practices and policies.

It is intended to help young people in the metropolitan area to make a successful transition from school to work. Educators and vocational counselors should disseminate the findings of this study to them.

¹¹Kitagawa and Hodge, pp. 16 - 17.

¹²Committee on Youth, Education, and Occupations, Youth in a Changing Economy, A Report to the Chicago Commission on Youth Welfare, the Illinois Committee on Employment of Youth, and the Welfare Council of Metropolitan Chicago, April, 1962 (Chicago: The Committee, 1962), p.1.

It is limited to the extent that it does not provide information regarding specific qualities desired in each of the major job classifications, i.e., clerical, sales, service, etc.

Method of Study

The stratified sample used in this study was selected from 1155 employers listed in a Chicago Association of Commerce and Industry publication, Major Employers in Metropolitan Chicago, 1962.¹³

The employers were divided into two basic categories: manufacturers and non-manufacturers. They were stratified by industry and size. The manufacturers comprised nineteen industries and were alphabetically arranged into three groups according to those who employed 1,000 and over (large), 500 - 999 (medium-sized), and 250 - 499 (small).¹⁴ By contrast, the non-manufacturers consisted of ten industries and were classified alphabetically according to those who employed 1,000 and over (large) and 250 - 999 (small).¹⁵

¹³See map in Appendix I.

¹⁴Manufacturing industries comprised: apparel; chemicals and allied; electrical machinery; fabricated metal; food and kindred; furniture and fixtures; instruments and allied; leather; lumber and wood; machinery (except electrical); paper and allied; petroleum; primary metal; printing and publishing; rubber and plastics; stone, clay, and glass; textile mill; transportation equipment; and miscellaneous.

¹⁵Non-manufacturing industries consisted of the following: communication and public utilities; construction and contractors; finance, insurance, and real estate; hospital; hotel; laundry and cleaners; restaurant; trade; transportation; and miscellaneous.

All employers with over 1,000 employees were automatically included in the initial sample because of their significant impact on employment. On the other hand, those who employ 250 - 999 were randomly selected with each employer having had an equal chance of being selected. If the same manufacturer were listed in more than one industry in the population, he would be represented in only one industry in the sample. If there were only one manufacturer listed in the industrial subgroup, he would be automatically included to insure that each subgroup would be represented at the outset. After all the selections were made the total initial sample represented 616 employers.

Brief Description of Questionnaire

The survey was administered through the use of a three page questionnaire mailed to each employer.¹⁶ It comprised 24 questions of the yes - no, multiple choice, and open-end variety.

There were nine major areas of inquiry:

1. Occupations for Youth
2. Worker Qualifications
3. Checks on Personal Traits
4. Educational Requirements
5. Deterrents to Hiring Youth
6. Training Youth for a Job
7. Creating Employment for Youth
8. Recruitment of Youth
9. Are Youth Usually Qualified?

An Analysis of the Returns and Representation

In order to determine whether or not the questions yielded the desired answers, a dry run of the questionnaire was mailed to

¹⁶See the letter of accompaniment and questionnaire in Appendix II.

50 employers. Of those queried in the pilot study, 25 returned usable questionnaires. After reviewing the respondents' answers, it appeared necessary to make some revisions in the form and content of the questions. The revised questionnaire was the result of these alterations. It was mailed to 585 employers and of these 229 or 39 percent responded. After combining the returns of the pilot and revised questionnaires, the final sample represented 254 employers or 21.9 percent of the population. The manufacturers constituted 14 percent while the non-manufacturers comprised 7.9 percent.

Since the large employers and manufacturers responding to the survey represented the population to a greater degree than the small employers and non-manufacturers, it can be inferred that the former provide the bias in this study because they would tend to have a greater impact on the results than would the latter.¹⁷

Previous Research

Three previous studies provide pertinent background to the problem of this thesis. These were selected because of their relevance to the topic.

What appeared to be the most recent literature available was a study of industry practices and policies on youth employment made in early 1964 by the National Committee on Employment

¹⁷See Tables 19, 20, and 21 in Appendix III.

of Youth.¹⁸ Concerned with the high unemployment of the rising generation and aware of the problems confronting youths in their somewhat sudden transition from school to work, the committee interviewed 196 employers in three market areas "to document the prospects and problems of young workers (non-college educated) in regard to the availability of employment and the chances for upgrading".¹⁹ The purpose of the study was to investigate the relationship between these two variables and the various methods available for training and skill development.

The conclusions formulated were intended to stimulate "the need for improved basic education, extended preemployment occupational training, and enhanced motivation".²⁰ Furthermore, proposals were made "to extend on-the-job training, to institute a positive labor market policy, to change the image of service jobs, and to improve the guidance function of schools and employment services".²¹ There were seven conclusions related to the objectives of the present study:

- (1) approximately 80 percent of the employers hired youths 21 years old and under;
- (2) fifty percent of the employers required experience for some jobs;

¹⁸National Committee on Employment of Youth, Getting Hired, Getting Trained: A Study of Industry Practices and Policies on Youth Employment, A Study Prepared by the Youth Work Program Review Staff (New York: The Committee, 1964).

¹⁹National Committee on Employment of Youth, Getting Hired, Getting Trained, 1964, p.11. The three labor market areas comprised: Greater Hartford, Connecticut; Forsyth County (Winston - Salem), North Carolina; and Mecklenburg County (Charlotte), North Carolina.

²⁰Ibid., p. 132.

²¹Ibid.

- (3) fifty percent of the employers required youths to have high school diplomas;
- (4) personal contact, public employment service, gate hires, and mass media were the major means of hiring youths;
- (5) fifty percent of the respondents suggested occupational training as the way to improve school's preparation of youths;
- (6) the attitude of youths was considered to be more important than training; and
- (7) males were mainly hired for the unskilled occupations, whereas the females were primarily employed in the clerical areas.²²

The second study was made in 1956 by the Department of Guidance and Placement in Essex County, New Jersey to "(1) identify the nature of beginning jobs available to those who terminate their formal education at high school graduation or earlier; (2) show the relation between beginning jobs and the following: years of schooling, vocational training, age, intelligence, class standing, and parent status; and (3) ascertain the degree of vocational adjustment that has been made in the first jobs".²³

Some of their conclusions follow:

- (1) Graduates of the general high schools had obtained work in all occupational categories, but drop outs were found to have been placed generally in the less desirable jobs. Many became messengers, assemblers, and attendants;
- (2) Drop outs in Essex County need occupational guidance and placement;
- (3) ...the lack of a high school diploma was associated with obtaining low status jobs;
- (4) it appears that many young workers are prone to hop from job to job;
- (5) because the majority of beginning jobs in this study did not require any pre-employment training, a knowledge of local employment opportunities seemed to be

²²Ibid., pp. 25 - 52.

²³Edward Joseph Coughlin, "An Inquiry into 1,916 Entry Job Placements Obtained by Young Men" (unpublished Ph. D. Dissertation, Department of Education, Rutgers University, 1956), p.2.

of greater importance than specialized training for most young men; and (6) those who enter employment at ages 16 to 17 seem to have fewer occupational choices regardless of ability, completion of high school, or maturity.²⁴

The third study used the interview - questionnaire survey method "to obtain from the [36] personnel managers contacted opinions and statements which mirrored hiring policy with regard to vocational qualifications considered desirable in the high school graduate who seeks initial employment with their firms".²⁵ The author's purpose was "to apply evaluative techniques to high school effectiveness in terms of the demands of industry. If the high school is to be considered effective, it must meet the standards of employability set by industry in the locale in which the school operates. ...First and foremost is the difficulty in accurately foretelling changes in the requirements of industry. Closely related to this is the lack of accurate information regarding the requirements as they now exist".²⁶ There were four pertinent conclusions:

(1) Two-thirds of the responding firms stated that they believed a general high school education gives sufficient and satisfactory training for successful work in their business; (2) An overwhelming majority favored a vocational curriculum in a general high school over an academic course in a general high school. (3) Inefficiency on the job still continues to be the primary cause for discharge according to the records of personnel managers. However, qualifications to this choice were to the effect that inefficiency was us-

²⁴Ibid., pp. 165 - 66.

²⁵Robert M. Martin, "A Survey of Selected Seattle Industries to Determine Vocational Qualifications Desired in High School Graduates" (unpublished Ph. D. Dissertation, Department of Philosophy, University of Washington, 1949), p.5.

²⁶Ibid., pp. 2 - 4.

ually the measurable manifestation of 'poor personality' (social adjustment); and (4) ... Personality considerations outweigh in importance the vocational training in situations where the two can be measured.²⁷

²⁷Ibid., pp. 149 - 50.

CHAPTER I

EMPLOYMENT OF YOUNG WORKERS

Employment of Youths Who Are 21 Years Old and Under

Employers in the Metropolitan Chicago area do hire youths who are 21 years old and under. Of the 229 employers in the revised sample an overwhelming majority (224 or 97 percent) answered in the affirmative to the first question of the survey: "Do you hire youths 18 to 21 years old?" The employers were also asked to indicate the minimum age at which they hired youths. Most of the manufacturers mentioned 18 years old as the minimum age at which they hired young people, but the majority of non-manufacturers hired youths at the minimum ages of 16 to 17 years old. Just a handful of employers indicated a minimum age above 18 years old.

In the non-manufacturing industries the employers representing trade most frequently mentioned the minimum age of 16 years old, while those in the finance, insurance, and real estate industry most often specified 17 years as the minimum age. There were no significant differences between the responses of the large and small non-manufacturers.

Annual Employment of Youths

To determine the extent to which the employers hired youths and some indications of their interest in hiring them, they were asked in the questionnaire: "How many youths do you hire annually?"

-15-

Of the 254 employers in the final sample, 185 or 117 manufacturers and 68 non-manufacturers answered the question. They hired in 1963 a total of 30,611 youths or 15,769 females and 14,842 males, while they employed a total of 372,948 persons. This means that 8.2 youths were hired for every 100 employees.

The employers in the manufacturing industries hired a total of 10,002 youths or 5,801 males and 4,201 females, while they employed a total of 170,140 persons. Therefore, 5.9 youths were hired for every 100 employees. The manufacturers representing lumber and wood; fabricated metal; and paper and allied were most interested in hiring young people, whereas those in the petroleum industry were least interested in hiring them. Although the manufacturers in primary metal, chemicals and allied, and electrical machinery exert a significant impact on employment in metropolitan Chicago, they did not appear very interested in hiring members of the rising generation. (See Table 1)

The employers in the non-manufacturing industries hired a total of 20,609 youths or 11,569 females and 9,040 males, while they employed a total of 202,808 persons. Therefore, 10.2 youths were hired for every 100 employees. The non-manufacturers representing four industries--restaurants; finance, insurance, and real estate; trade; and miscellaneous services--were most interested in hiring young people, whereas those in two industries--transportation and construction-contractors--were least interested in hiring them. (See Table 2)

The employers were not wholeheartedly in favor of allocating

TABLE 1

EMPLOYMENT OF YOUTHS IN 1963 BY THE MANUFACTURERS^a IN METROPOLITAN CHICAGO

Industry	No. of youths ^b hired - 1963		Total No. of Employ- ees	No. of Respon- dents
	Per 100 employees	Total		
Lumber and wood	20.8	125	600	2
Fabricated metal	13.5	847	6,274	10
Paper and allied	10.2	84	821	3
Printing & publishing	7.4	276	3,700	3
Transportation equipment	7.4	1,248	16,800	5
Stone, clay, & glass	7.4	140	1,900	3
Machinery (except electrical)	7.1	820	11,513	12
Food & kindred	6.1	1,603	26,260	17
Instruments & allied	6.1	269	4,410	6
Electrical machinery	5.3	3,192	59,991	23
Textile mill	5.0	25	500	1
Apparel	4.7	207	4,350	6
Chemicals & allied	4.5	732	16,250	10
Rubber & plastics	4.0	28	700	1
Furniture & fixtures	3.3	145	4,350	3
Primary metal	2.5	66	2,620	4
Petroleum	.9	61	6,286	3
Miscellaneous	5.1	109	2,115	4
Total	5.9	10,002	170,140	117

^aN = 162

^b21 years old and under, males and females

TABLE 2

EMPLOYMENT OF YOUTHS IN 1963 BY
THE NON-MANUFACTURERS^a IN
METROPOLITAN CHICAGO

Industry	No. of youths ^b hired in 1963		Total No. of employ- ees	No. of Respon- dents
	Per 100 employees	Total		
Restaurant	29.0	300	1,035	3
Finance, insurance, & real estate	17.8	4,521	25,290	14
Trade	11.5	8,448	73,175	13
Hotel	8.5	153	1,812	4
Communication & public utilities	8.2	3,215	39,020	3
Hospital	7.6	1,003	13,107	13
Construction & contractors	2.6	9	350	2
Transportation	2.3	622	27,319	8
Miscellaneous services	10.7	2,338	21,700	8
Total	10.2	20,609	202,808	68

^aN = 92

^b21 years old and under, males and females

more of the available jobs to youths. While 81 employers were willing to provide more jobs for young people, 61 were reluctant to do so. There were 85 employers who were undecided. More small employers than large ones were inclined to allocate more of the available jobs to young people.

Full Time, Part Time, and
Temporary Employment

While employers did hire young people on full time, part time, and temporary bases at the same time, they preferred to hire them on a full time basis.

It was found that 239 employers hired youths on a full time basis with the manufacturers demonstrating a somewhat greater interest than the non-manufacturers.¹

There were 106 employers who also hired youths on a part time basis. The non-manufacturers, especially those who employ over 1,000 (large), were more interested in hiring youths as part time workers than the manufacturers. The large non-manufacturers in three industries--trade, transportation, and service--expressed the greatest interest in hiring them for part time work.

There were 100 employers who hired youths for work of a short duration. The manufacturers were more interested in hiring youths on a temporary basis than on a part time one; but the non-manufacturers, especially the large ones, still had a greater interest in hiring youths on a temporary basis than the manufacturers.

¹The number of respondents will not necessarily be 254 for any one question due to the failure on the part of some to answer all of the questions.

The large non-manufacturers in three industries--transportation, trade, and service--manifested the greatest interest in hiring youths for the temporary jobs.

Beginning Occupations

Occupations for youths can be grouped into seven general categories: semi-professional and/or technical, clerical, sales, service, skilled, semi-skilled, and unskilled. Entry or beginning level occupations can be found within each one of these classes.² A question on the beginning occupations was asked primarily to ascertain the frequency with which the Metropolitan Chicago employers hired young people in the beginning jobs within the seven occupational categories.

Of the 254 employers (162 manufacturers and 92 non-manufacturers) in the final sample, 246 hired youths in at least one of the jobs within these categories. Evidently the employers were most interested in hiring youths for the clerical, unskilled, and semi-skilled occupations. On the other hand, they seldom put them to work as skilled, semi-professional and/or technical, and service workers. They were least impressed with youths for the sales occupations. (See Table 3)

Comparison by Type and Size
of Employer

A greater percentage of manufacturers hired youths for the clerical, unskilled, semi-skilled, and skilled jobs; on the other

²An extensive listing of specific entry occupations is available in the Dictionary of Occupational Titles, Part IV. For further information about job descriptions, qualifications, and opportunities the Occupational Outlook Handbook and the Job Guide for Young Workers should be consulted.

TABLE 3

NUMBER OF EMPLOYERS IN THE TOTAL SAMPLE*
WHO HIRED YOUTHS IN THE SEVEN GENERAL
OCCUPATIONAL CATEGORIES

<u>Occupational Categories</u>	<u>Number of Employers</u>
Clerical	205
Unskilled	179
Semi-skilled	150
Skilled	95
Semi-professional and/or technical	56
Service	56
Sales	20

*N = 254

hand, a greater percentage of non-manufacturers hired young people for the service, semi-professional and/or technical, and sales occupations. (See Graph 1)

In general, more large manufacturers and non-manufacturers than medium-sized or small ones hired youths in each one of the seven occupational categories. Nevertheless many medium-sized and small manufacturers hired them in the clerical, unskilled, and semi-skilled jobs; and a respectable number of small non-manufacturers hired them in the clerical and unskilled occupations.

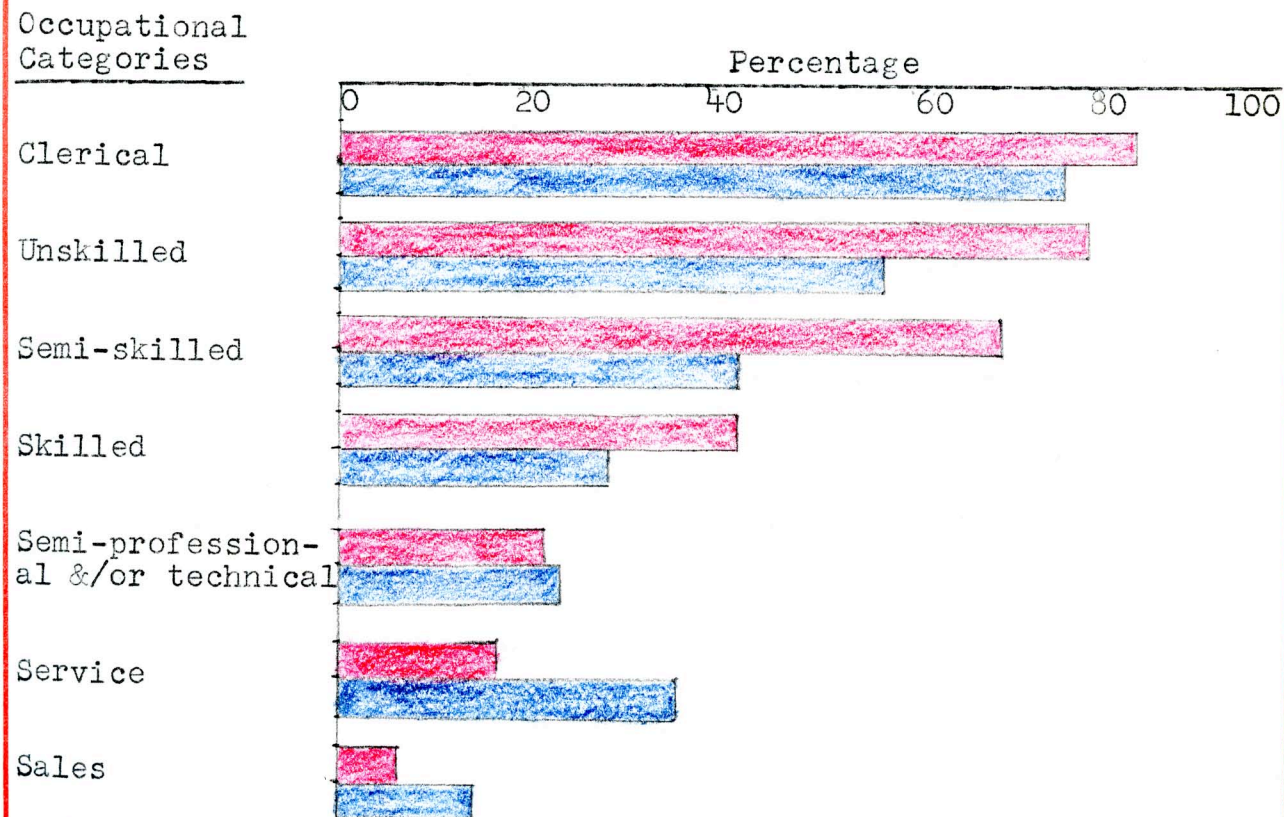
Comparison by Industry

There were 205 employers (135 manufacturers and 70 non-manufacturers) who hired youths for the clerical occupations. The manufacturers representing three industries--machinery (except electrical); transportation equipment; and printing and publishing--and the non-manufacturers in two industries--finance, insurance, and real estate; and communication and public utilities expressed the greatest interest in hiring youths for the clerical occupations.

There were 179 employers (126 manufacturers and 53 non-manufacturers) who hired young people for the unskilled occupations. The manufacturers demonstrated a stronger interest than the non-manufacturers. The manufacturers in the fabricated metal industry and the non-manufacturers representing the communication and public utilities industry were most inclined to hire youths as unskilled laborers.



GRAPH 1

PERCENTAGE OF THE MANUFACTURERS AND NON-MANUFACTURERS IN THE TOTAL SAMPLE* WHO HIRED YOUTHS IN THE SEVEN GENERAL OCCUPATIONAL CATEGORIES



*N = 254

Legend:

Manufacturers 
Non-manufacturers 

The unskilled occupations embodied the material handlers, common laborers, special workers, and construction laborers. The employers were primarily interested in hiring youths as material handlers. They were quite interested in hiring them **as** common laborers, but were not very interested in employing them as special workers or as construction laborers. (See Table 4)

While the manufacturers preferred to hire youths as material handlers, the non-manufacturers, though not showing a strong interest in hiring young people for any of the specific unskilled occupations, chose to employ them as common laborers. A greater percentage of manufacturers hired youths as material handlers and as common laborers; on the other hand, a greater percentage of non-manufacturers employed them as special workers and as construction laborers. (See Graph 2)

There were 150 employers (112 manufacturers and 38 non-manufacturers) who hired young people in the semi-skilled occupations. The manufacturers displayed a significantly greater interest than the non-manufacturers. The manufacturers in the electrical machinery industry and the non-manufacturers representing the miscellaneous services industry were most interested in hiring youths as semi-skilled laborers.

The semi-skilled occupations included the production-operatives, delivery workers, skilled trade helpers, and special workers. The employers, especially the manufacturers, were mainly interested in hiring young people as production-operatives. They were much less interested in hiring them as delivery workers,

TABLE 4

FREQUENCY WITH WHICH THE EMPLOYERS
HIRED YOUTHS IN THE SPECIFIC
UNSKILLED OCCUPATIONS

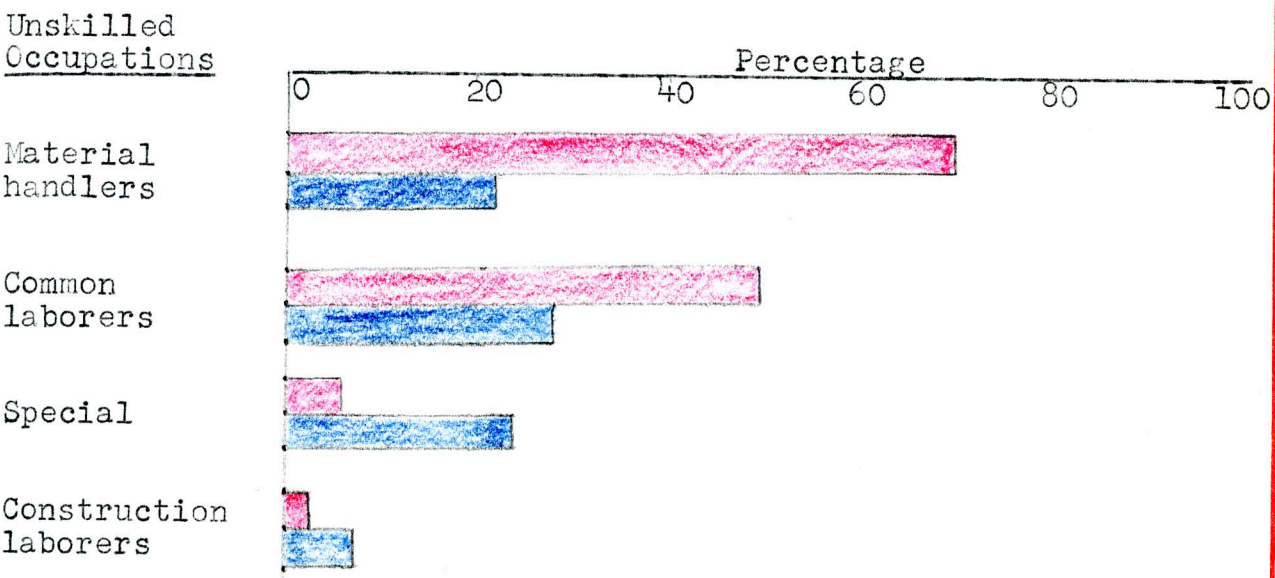
<u>Unskilled Occupations</u>	<u>Number of Employers</u>
Material Handlers	131
Common Laborers	106
Special*	28
Construction Laborers	9

*Non-manufacturers: trainmen, meter readers, mail clerks, drivers, driver's helpers, nursing assistants, orderlies, assistant pharmacists, laboratory helpers, dietary aides, food servers, busboys, cafeteria workers, dishwashers, porters, and ushers.

Manufacturers: stock selectors, order fillers, packers, assemblers, general factory laborers, sewing machine operators, clothing cutters, and odd jobs during shut-down.


GRAPH 2


PERCENTAGE OF THE MANUFACTURERS AND NON-MANUFACTURERS IN THE TOTAL SAMPLE* WHO HIRED YOUTHS IN THE SPECIFIC UNSKILLED OCCUPATIONS



*N = 254

Legend:

Manufacturers 

Non-manufacturers 

24
skilled trade helpers, and special workers. (See Table 5)

The manufacturers were very much in favor of hiring youths as production-operatives; whereas the non-manufacturers, though expressing very little interest in hiring youths for the specific semi-skilled occupations, preferred to hire them as delivery workers. A greater percentage of manufacturers hired youths as production-operatives and skilled trade helpers; by contrast a greater percentage of non-manufacturers employed them as delivery and special workers. (See Graph 3)

There were 95 employers (67 manufacturers and 28 non-manufacturers) who hired youths in the skilled occupations. The manufacturers were more interested than the non-manufacturers. The manufacturers representing the printing and publishing industry and the non-manufacturers in the communication and public utilities industry expressed the greatest need to hire youths as skilled workers.

The skilled occupations were composed of apprentices; mechanics and repairmen; craftsmen; and special workers. Neither the manufacturers nor the non-manufacturers had a very great interest in employing youths for the specific skilled jobs; however when they did hire young people as skilled workers they employed them as apprentices. (See Table 6) While a greater percentage of manufacturers hired youths as apprentices and craftsmen, a larger percentage of non-manufacturers employed them as special workers. The same percentage of manufacturers as non-manufacturers hired them as mechanics and repairmen. (See Graph 4)

TABLE 5

FREQUENCY WITH WHICH THE EMPLOYERS
HIRED YOUTHS IN THE SPECIFIC
SEMI-SKILLED OCCUPATIONS

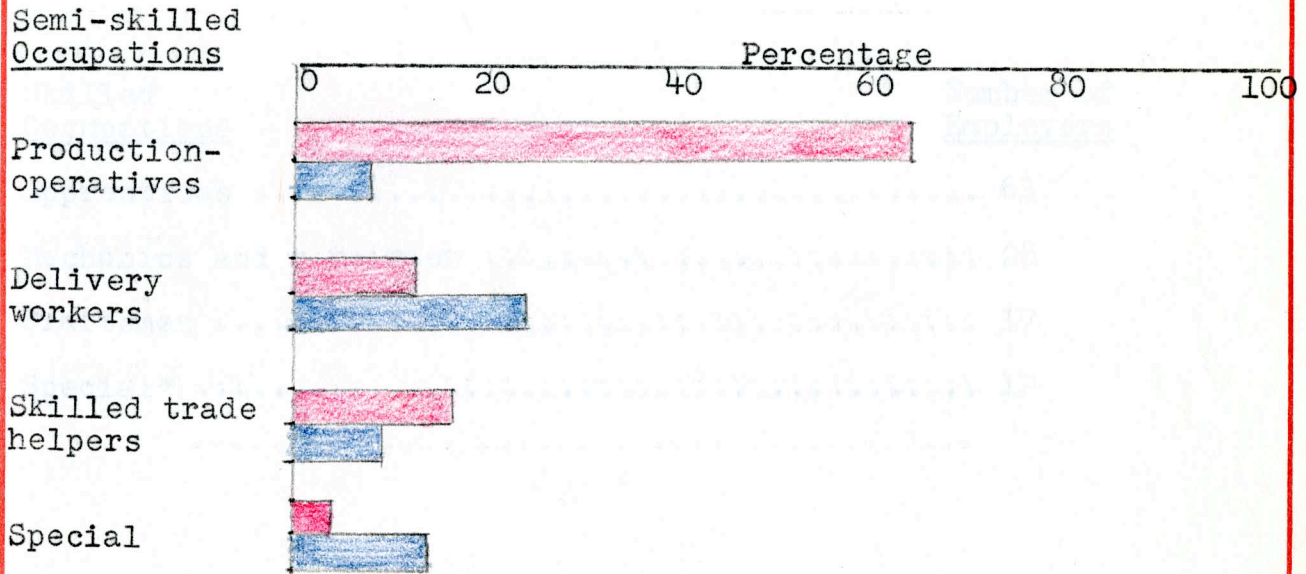
<u>Semi-skilled Occupations</u>	<u>Number of Employers</u>
Production-operatives	111
Delivery workers	43
Skilled trade helpers	35
Special*	19

*Non-manufacturers: key punch and multilith operators, store workers, elevator operators, office boys, mail clerks, packers, nurse's aides, dietary aides, waitresses, and janitors.

Manufacturers: stock handlers; packers; trainees to sew, cut, and press; and paint sprayers.

GRAPH 3

PERCENTAGE OF THE MANUFACTURERS AND NON-MANUFACTURERS IN THE TOTAL SAMPLE* WHO HIRED YOUTHS IN THE SPECIFIC SEMI-SKILLED OCCUPATIONS



*N = 254

Legend:

Manufacturers



Non-manufacturers



TABLE 6

FREQUENCY WITH WHICH THE EMPLOYERS
HIRED YOUTHS FOR THE SPECIFIC
SKILLED OCCUPATIONS

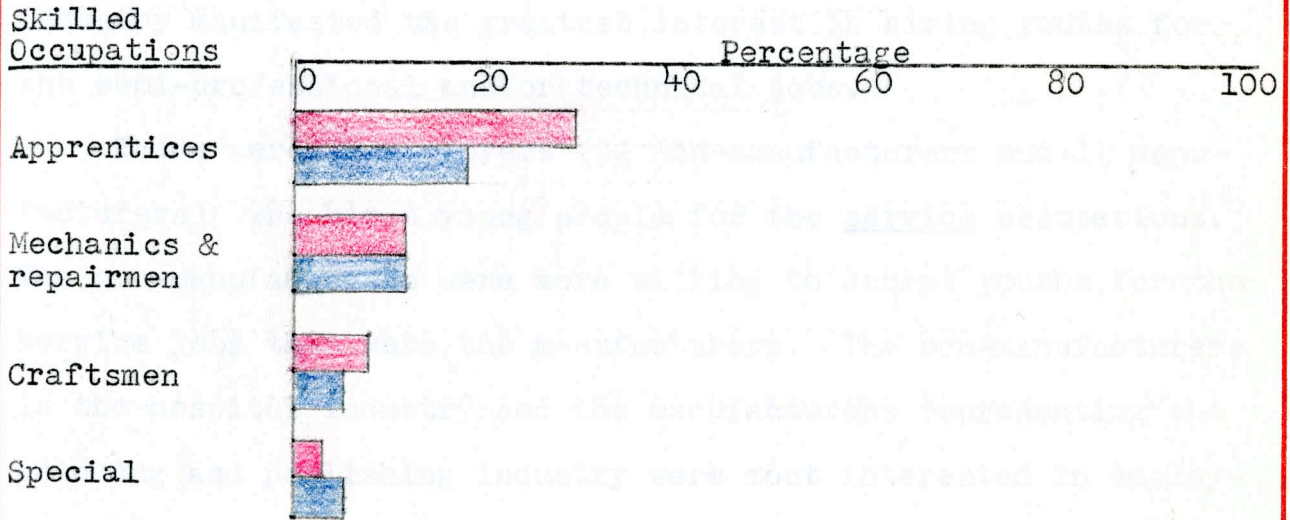
<u>Skilled Occupations</u>	<u>Number of Employers</u>
Apprentices	63
Mechanics and repairmen	28
Craftsmen	17
Special*	12

*Non-manufacturers: welders; electronic technicians; pharmacy workers; printing workers; laboratory, x-ray, and surgery trainees; trainees in the finance, insurance, and real estate industry; and cooks.

Manufacturers: draftsmen, chemists, and experienced sewing machine operators.

GRAPH 4

PERCENTAGE OF THE MANUFACTURERS AND NON-MANUFACTURERS IN THE TOTAL SAMPLE* WHO HIRED YOUTHS IN THE SPECIFIC SKILLED OCCUPATIONS



*N = 254

Legend:

Manufacturers



Non-manufacturers



There were 56 employers (21 non-manufacturers and 11 manufacturers) who hired young people for the semi-professional and/or technical jobs. The non-manufacturers had a slight edge over the manufacturers with relation to their interest in hiring youths in these areas. The non-manufacturers in the hospital industry and the manufacturers representing the transportation equipment industry manifested the greatest interest in hiring youths for the semi-professional and/or technical jobs.

There were 56 employers (32 non-manufacturers and 11 manufacturers) who hired young people for the service occupations.³ The non-manufacturers were more willing to accept youths for the service jobs than were the manufacturers. The non-manufacturers in the hospital industry and the manufacturers representing the printing and publishing industry were most interested in employing youths for the service occupations.

There were only 20 employers (12 non-manufacturers and 8 manufacturers) who hired young people as sales workers. The non-manufacturers were more inclined to hire them than the manufacturers. The non-manufacturers in the communications - public utilities and trade industries and the manufacturers representing the food and kindred industry expressed the greatest desire to hire youths for the sales occupations.

To summarize, the great majority of employers in the revised sample hired youths who were 21 years old and under, preferably

³The main service occupations comprised waiters and waitresses; janitors; cooks; attendants for hospitals and other institutions; and kitchen workers.

on a full time basis. The manufacturers chose to hire young people who were at least 18 years old, while the non-manufacturers were willing to hire those who were 16 to 17 years old. In 1963, the employers hired 8.2 youths for every 100 employees. The non-manufacturers hired more youths per one hundred employees than did the manufacturers. Not very many employers were willing to hire more youths than they had previously hired. The employers were primarily interested in hiring youths for the clerical, unskilled, and semi-skilled occupations. They were not inclined to hire them as skilled, semi-professional and/or technical, service, or sales workers.

CHAPTER II

EMPLOYERS' STANDARDS

Important Worker Qualifications

What do employers look for when they hire young people? Are some qualifications more important than others? The employers were asked to evaluate fourteen worker qualifications in terms of their importance in hiring youths.¹

Table 7 compares the ratings employers gave to the fourteen worker qualifications. From this table the rank order of importance of these qualifications can be seen. The employers judged character to be the most important worker qualification that young people should possess. They assigned very high ratings to the first seven worker qualifications which means that they considered them to be very important. The employers gave comparatively low ratings to experience and skill.² Rank in class and

¹See E. William Noland and E. Wight Bakke, Workers Wanted: A Study of Employers' Hiring Policies, Preferences, and Practices in New Haven and Charlotte (New York: Harper and Brothers, 1949), p.x.; and D. Yoder, Industrial Management and Labor Relations, 5th edition, 1962.

²Although the respondents did **not** consider experience and skill to be very important worker qualifications, they did, however, specify that lack of experience and lack of skill were very **important** reasons why youths were usually not qualified for employment. It should be noted that the question on worker qualifications was objective, or closed-end; whereas the question on why youths were usually not qualified for employment was subjective, or open-end.

TABLE 7

COMPARISON OF EMPLOYERS' RATINGS OF FOURTEEN
WORKER QUALIFICATIONS BY TYPE OF EMPLOYER,
METROPOLITAN CHICAGO, 1963

Worker Qualifications	Rating ^a of Worker Qualifications by Type of Employer		
	All employers ^b	Manufacturers ^c	Non-manu- facturers ^d
Character	4.54	4.49	4.62
Interest in job	4.26	4.24	4.29
Intelligence	4.21	4.18	4.27
Initiative	4.15	4.22	4.05
Education	4.09	4.14	4.00
Maturity & emo- tional stability	4.07	4.00	4.17
Aptitude	4.06	4.13	3.94
Personality	3.89	3.84	4.00
Appearance	3.78	3.70	3.94
Skill	3.57	3.56	3.58
Ingenuity	3.30	3.34	3.22
Experience	3.03	3.13	2.84
Rank in class	2.64	2.84	2.30
Extra-curricular school activities	2.17	2.17	2.18

^a1 = least important; 5 = most important. The rating for each worker qualification is equal to the arithmetic mean of all ratings given to each worker qualification. The rating system used in this table is a converse of that used in the questionnaire. The converse rating was used to make a high number signify a high rating.

^bN = 236

^cN = 152

^dN = 84

extra-curricular school activities were the least important worker qualifications.

The manufacturers and non-manufacturers ranked character first and interest in job second as shown by Table 7. They ranked several important worker qualifications in a somewhat different order than that of all employers. The manufacturers indicated that initiative was slightly more important than intelligence and that aptitude was more significant than maturity and emotional stability. By comparison with the non-manufacturers, they attached more importance to initiative, education, aptitude, ingenuity, experience, and rank in class. The non-manufacturers specified that maturity and emotional stability was more meaningful than initiative and that personality was more important than aptitude. By comparison with the manufacturers, they attributed more importance to character, interest in job, intelligence, maturity and emotional stability, personality, and appearance. The manufacturers and non-manufacturers gave approximately equal ratings to skill and extra-curricular school activities.

In general the large employers gave higher ratings to the worker qualifications than did the small employers.

Educational Requirements

How important is it for young people to have a high school diploma when they apply for a job? Is it necessary to have one for all types of jobs? In what occupations is it desirable to have some college education? To determine some of the answers to these questions the employers were asked to point out their educa-

tional requirements for each of the seven general occupational categories. Only twenty employers indicated the educational requirements for the sales occupations, while a high of 205 employers answered for the clerical jobs.

Table 8 illustrates the extent to which the employers required youths to have a minimum of four years of high school for each of the seven general occupational categories. The employers thought it was necessary for young people to have a high school diploma preferably from a general high school for all types of jobs except the unskilled ones. Furthermore, the majority of employers were neither willing to reduce their educational and skill requirements nor inclined to hire high school dropouts in jobs previously filled by graduates.³

For the semi-professional and/or technical occupations the employers were primarily interest in hiring youths who were high school graduates. Of the 56 employers in the final sample who hired youths for these jobs, 28 employers, especially large manufacturers, insisted upon high school graduates. Some employers preferred to hire youths who had completed some college or who had graduated from college. Of the 22 employers who wanted youths

³ Samuel Lubell believes many companies are using high educational requirements to screen out applicants and not because the job demands a higher education. He proposes that the requirement for a high school diploma should be waived if it is not absolutely necessary for the job. He added: "...youngsters...find themselves stamped as 'human rejects' by arbitrary hiring standards with little regard to individual merit". See Samuel Lubell, "Hiring Rules Too Tough -- Teens", Chicago Daily News, May 11, 1965, Section 3, p.33.

TABLE 8

PERCENTAGE OF EMPLOYERS WHO REQUIRED
YOUTHS TO HAVE A MINIMUM OF FOUR
YEARS OF HIGH SCHOOL

(Expressed in percentage of those who hired youths
in each of the seven general occupational cate-
gories)

<u>Seven general occupational categories</u>	<u>Percentage</u>
Semi-professional and/or technical	89
Clerical	88
Sales	80
Skilled	74
Semi-skilled	50
Service	45
Unskilled	23

- 30 -

to have more than four years of high school, 13 demanded that young people have some college education, and 9 requested that they have a college degree. Only a few employers, all non-manufacturers, were willing to hire young people who produced less than four years of high school.

For clerical work the manufacturers as well as the non-manufacturers were primarily interested in hiring young people who had completed four years of high school. Of the 205 employers who hired youths for clerical work, 181 employers, particularly the medium-sized manufacturers, required them to be high school graduates. There were only 18 employers who were willing to hire high school dropouts. The large manufacturers in the trade industry were most inclined to do so.

For sales work the employers were primarily interested in young people who were high school graduates, but several called for those who had some college education. Of the 20 employers who hired youths for the sales occupations, nine requested that young people complete their secondary education, and seven wanted them to have completed some college. The large manufacturers expressed the greatest interest in hiring high school graduates and college dropouts. There were four employers, all non-manufacturers, who were willing to hire high school dropouts. Of these, three represented the trade industry and one belonged to the restaurant industry.

With relation to skilled work the employers were primarily interested in youths who had completed four years of high school.

Of the 95 employers who hired youths for the skilled occupations, 67 employers, especially medium-sized manufacturers, demanded that they be high school graduates. Only seven employers were willing to hire high school dropouts.

Although a considerable number of employers expressed a willingness to hire high school dropouts as semi-skilled laborers, many more employers requested high school graduates. Of the 150 employers who hired young people for the semi-skilled jobs, 73 required them to be high school graduates. The small non-manufacturers expressed the greatest desire to hire them. While nine employers needed vocational high school graduates, only four desired technical high school graduates. There were 44 employers, mainly medium-sized manufacturers, who hired high school dropouts.

For the service occupations the employers were mainly interested in hiring youths who were high school graduates. Of the 56 employers who hired young people for service work, 23 employers, mostly medium-sized manufacturers, demanded that they be high school graduates. There were 17 employers, especially the large non-manufacturers, who were inclined to hire high school dropouts.

For unskilled work the employers were primarily interested in hiring high school dropouts. Of the 179 employers who hired young people, 74 employers, especially the medium-sized manufacturers, accepted those who had completed less than four years of high school. While 53 employers, mainly small non-manufacturers, hired youths who had no high school education, 42 employers, especially the small manufacturers, required them to be high school

graduates.

Use of Tests to Check Personal
Qualifications

Did the majority of employers use written tests to check intelligence, aptitude, interest, achievement, and temperament-personality? It was found that most of the employers used written tests to check aptitude and intelligence as shown by Table 9. They awarded first place to the aptitude tests and a close second place to the intelligence examinations. Less than 25 percent of the employers in the final sample used written tests to check: achievement (third place), temperament - personality (fourth place), and interest (fifth place). A greater percentage of manufacturers than non-manufacturers and more large employers than small ones used written tests to check each of the five traits. Graph 5 illustrates the percentage of manufacturers and non-manufacturers in the total sample who used written tests to check the five traits.

Briefly, the employers preferred to hire intelligent young people of good character who expressed an interest in a job, presented a high school diploma, were mature and stable, and who had some aptitude for the work they were seeking. The employers were quite interested in using aptitude and intelligence tests, but were rather hesitant to use written tests to check achievement, temperament - personality, and interest.

TABLE 9

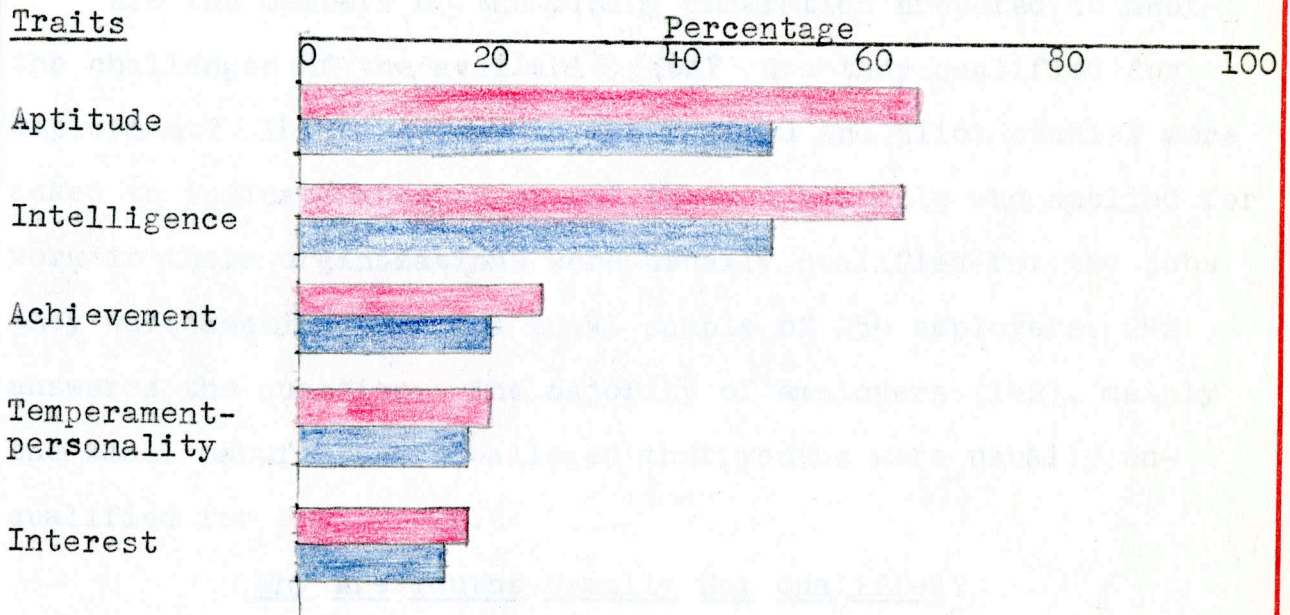
EXTENT TO WHICH THE EMPLOYERS USED
WRITTEN TESTS

Traits	Number of Employers			
	Yes	No	No answer	Total
Aptitude	149	85	20	254
Intelligence	147	94	13	254
Achievement	59	144	51	254
Temperament - personality	51	163	40	254
Interest	44	149	61	254

GRAPH 5

MANUFACTURERS AND NON-MANUFACTURERS
WHO USED WRITTEN TESTS

(Expressed in percentage of manufacturers and
non-manufacturers in total sample)



Legend:

Manufacturers ■
Non-manufacturers ■

CHAPTER III

HOW YOUTHS MEET EMPLOYERS' STANDARDS

Are Youths Usually Qualified?

Are the members of the rising generation prepared to meet the challenges of the available jobs? Are they qualified for employment? The employers in the revised and pilot studies were asked to indicate whether or not the young people who applied for work in their organizations were usually qualified for the jobs they were seeking. Of the total sample of 254 employers, 242 answered the question. The majority of employers (142), mainly the small manufacturers, alleged that youths were usually unqualified for employment.

Why Are Youths Usually Not Qualified?

The employers offered at least fifty different reasons why young people were usually not qualified for employment. Of these, seventeen were mentioned at least three times. Table 10 clearly demonstrates that inadequate education, lack of experience, and lack of skill were the most salient reasons why youths were usually not qualified for employment. In addition, five other reasons could be considered quite important: poor appearance, lack of interest, poor attitude, lack of specific experience, and failure to pass employment tests.

The manufacturers most often indicated six reasons why young

TABLE 10

EMPLOYERS'* REASONS WHY YOUTHS ARE USUALLY
NOT QUALIFIED FOR EMPLOYMENT

<u>Reasons</u>	<u>Frequency</u> (Number of times mentioned)
Inadequate education	68
Lack of experience	39
Lack of skill	24
Poor appearance	10
Lack of interest	10
Poor attitude	7
Lack of specific experience	6
Failure to pass employment tests	5
Lack of responsibility	4
Lack of willingness to work	4
Lack of goals	4
Immaturity	4
Failure to understand basic job requirements	4
Lack of initiative	3
Lack of general intelligence	3
Lack of stability	3
Lack of specific training	3

*N = 142

Note: Some employers gave more than one reason.

people were usually unqualified for employment: inadequate education, lack of experience, poor attitude, lack of responsibility, lack of willingness to work, and lack of specific training; whereas the non-manufacturers most frequently mentioned seven reasons: lack of skill, lack of interest, lack of specific experience, no goals, immaturity, failure to understand basic job requirements, and lack of stability. The manufacturers as well as the non-manufacturers most frequently specified four reasons: poor appearance, failure to pass employment tests, lack of initiative, and lack of general intelligence.

The large manufacturers and non-manufacturers most frequently indicated that youths were usually not qualified for the jobs they were seeking for three reasons: inadequate education, poor appearance, and a failure to pass employment tests. The small manufacturers like the small non-manufacturers most often stated four reasons why youths were usually unqualified: lack of experience, lack of skill, lack of responsibility, and immaturity.

Manufacturers

In sixteen manufacturing industries the majority of employers thought the youths who applied for work in their organizations were usually not qualified for the jobs they were seeking; whereas in three industries--non-electrical machinery; furniture and fixtures; and leather--most of the employers indicated young people were qualified. Remarks according to particular industries are listed below.

Stone, clay, and glass

One employer related: "We find

that educational qualifications are not lacking for the most part. Our problems are mainly in the area of attitude, cooperation, attendance, etc. which shows up in the younger segment of our work force".¹

Primary metal The typical reason given indicated that young people lacked sufficient education. One employer mentioned that "their [youths'] scope is too broad and they lack an appreciation and understanding of the basic requirements of the job".

Transportation equipment "They lack experience or skill. They aspire to jobs which require years of training and/or experience", related one employer. Another employer, in stressing the importance of skill development, indicated that he needed females who could type at the rate of sixty words per minute and take shorthand at the rate of eighty words per minute. He felt these speeds were necessary as basic building blocks for all female help. One employer was concerned about youths' lack of job knowledge. He was very displeased with the way in which young people applied for jobs. He indicated that many of them applied for jobs without even knowing the names of them.

Instruments and allied Adequate education and skill development were the most important qualifications which young people failed to satisfy. One employer remarked that the "typists cannot type" and the "file clerks cannot file". Another did not think that youths possessed the educational background necessary for technical work. According to one employer some youths have

¹This quotation and all subsequent ones were obtained from the questionnaires.

neither a real interest in obtaining employment nor a good attitude about what is expected of them. Consequently, they fall into the bad habit of thinking that the world owes them a living.

Petroleum The employers cited two significant reasons why youths were not usually qualified: the failure to pass employment tests and poor appearance.

Lumber and wood In their case lack of experience was the main reason why young people were usually not qualified for employment.

Food and kindred Proper education and experience were found to be the most significant qualifications which were lacking in job seekers. They failed to have the education necessary to advance to higher level jobs. One employer commented that youths lacked "practical office experience and had limited speed on shorthand and typing". There were two employers who mentioned poor appearance. Appearing as if he were ready to give up on youths, one employer related that young people just were not interested in really working, lacked responsibility, and lacked initiative.

Chemicals and allied In this industry experience appeared to be the most important factor. It was mentioned that youths "don't know what work is - for the most part", and "almost always lack a sense of initiative and a real willingness to work". Lack of previous experience was a handicap according to one employer, but in spite of this he indicated that he had developed an excellent training program.

Paper and allied There were three employers who related that lack of experience was the primary reason why youths were not qualified for the jobs they were seeking. In addition, one of these employers commented that they had "few, if any, vocational goals", while another thought they lacked a sense of responsibility.

Fabricated metal The employers cited two main reasons why young people were not suitable: lack of education and inadequate training. Usually specific training, especially in the shop, was lacking. There was one employer who concluded that "technical high school graduates have little useful experience in the operation of the equipment of which they were trained". Another commented that young people are neither aware of nor interested in learning about job qualifications.

Apparel There were three employers who mentioned lack of experience as the main reason why youths were not acceptable. Of these, one felt that previous work experience in the apparel industry was of utmost importance. Another answered that young people lack the necessary basic skills required for advanced training.

Electrical machinery There were two reasons mentioned most frequently why youths were unsuitable: lack of experience and inadequate education and training. It was pointed out that young people should pay more attention to the subjects taught in school. Also it was suggested that young people learn more about what work means because "they very often have a gross misconception

tion of the work-a-day world".

Printing and publishing

An employer in this industry got the impression that youths were just aimlessly looking for work without anything definite in mind.

Non-electrical machinery

The dissenting employers specified two primary reasons why young people were unacceptable for the jobs they were seeking: lack of education and lack of experience. There was one employer who believed youths have not learned what was taught in school, while another thought they were not able to cope with simple shop math problems or read a twelve inch ruler. It was pointed out that youths were unfit for employment in one firm because they have not experienced production work or used machinery found in a production shop.

Non-manufacturers

In five non-manufacturing industries--communication and public utilities; construction and contractors; hotels; transportation; and restaurants--most of the employers thought youths were not qualified for the work they were seeking; while in four non-manufacturing industries--finance, insurance, and real estate; trade; hospitals; and miscellaneous services--the majority of employers indicated that young people were qualified. Remarks according to the particular industries are listed below.

Communication and public utilities

Lack of skill and insufficient mental ability were mentioned most often as the reasons young people were not qualified. It was thought that youths did not have the opportunities to learn skills prior to

applying for jobs.

Construction and contractors It was concluded that youths "have neither the motivation nor the strength for the hard physical labor". In addition, one employer indicated that young people lacked sufficient technical training.

Hotels Lack of experience was cited as the primary reason why youths were unacceptable. There was one employer who replied that young people were not suitable because they lacked adequate training.

Transportation Lack of experience and inadequate education were mentioned most frequently as the reasons why youths were rejected. There were two employers who needed young people with specific experience in the transportation industry. While one employer related that youths lacked sufficient education and the capacity to learn general office operations, another mentioned that young people were deficient in four qualities: stability, basic skills with which to master a job, aggressiveness, and willingness to work.

Restaurants Poor appearance, unavailability for all shifts, and lack of training were some of the significant reasons cited why young people were not suitable for the jobs they were seeking. It was mentioned that youths have "no conception of the responsibilities involved in being an employee".

Finance, insurance, and real estate Inadequate education was mentioned most frequently as the reason why youths were not qualified for employment. There were three employers who stressed

- 49 -

that young people could not type at the desired speed. One employer felt rather strongly about this. He emphatically stated that "it is almost impossible to locate a recent high school graduate who can type 50 words per minute". There were two employers who thought youths lacked sufficient training in the basic skills. While one employer commented that "30% of the H. S. grads can't do simple arithmetic", another related that youths had poor English and math training, and consequently were unable to pass simple skill tests.

Trade Lack of proper education was mentioned most often as the reason why youths were not acceptable for employment. "A great majority cannot spell, do simple math, express themselves, and write legibly", replied one employer. Another employer commented that youths neither know how to apply themselves consistently nor know arithmetic. There were two employers who were disturbed about young people who either had a vague idea of or who were completely unaware of the job requirements and qualifications. Finally, one employer specified rather succinctly four reasons why youths were usually not qualified for employment: poor appearance, bad approach, unaware of what they want, and discourteousness.

Hospitals Inadequate education appeared to be the main reason why youths were not acceptable for employment in hospitals. "So many hospital positions require added skills and training peculiar to hospital work", related one employer. On the other hand, another employer concluded that youths were usually not

desirable job prospects because they lacked a goal or aim and lacked interest during the interviews.

Miscellaneous services It was decided that youths were usually not suitable for employment with the employers in the miscellaneous services because they lacked the necessary business or clerical skills.

Deterrents to Hiring Youths

Why do some youths experience difficulties in securing jobs? What makes employers averse to hiring them? The employers were requested to determine the seriousness of seventeen deterrents to hiring young people.²

It can readily be seen from Table 11 that all deterrents, with the possible exception of nervousness and failure to participate in extra-curricular school activities, were classified as being rather severe handicaps to obtaining employment. The employers rated discourteousness as the greatest handicap to securing a job.³ Poor personal or work references, the second most severe drawback, trailed the greatest deterrent by only a slight margin. The employers gave a comparatively low rating to one rather serious deterrent: unfulfillment of educational require-

²The list of deterrents was obtained from two sources: New York Life Insurance Company, "Your Job Interview"; and E. William Noland and E. Wight Bakke, Workers Wanted: A Study of Employers' Hiring Policies, Preferences, and Practices in New Haven and Charlotte (New York: Harper and Brothers, 1949).

³However, when the employers were asked to point out the reasons why youths were usually not qualified for employment, they failed to mention discourteousness more than once. The question on deterrents was closed-end, whereas the one on why youths were usually not qualified was open-end.

TABLE 11

COMPARISON OF EMPLOYERS' RATINGS OF SEVENTEEN DETERRENTS TO HIRING YOUTHS BY TYPE OF EMPLOYER

Deterrent	Rating ^a by Type of Employer		
	All employers ^b	Manufacturers	Non-manufacturers
Discourteousness	4.46	4.55	4.32
Poor personal or work references	4.39	4.39	4.39
Failure to pass physical exam	4.25	4.30	4.18
No initiative	4.16	4.17	4.15
Passiveness and indifference	4.06	4.05	4.07
Poor personal appearance	4.05	3.92	4.27
Slovenly & disordered application blank	3.97	3.95	4.00
Failure to pass written tests	3.94	3.90	4.00
Overbearing-"superiority complex"	3.89	3.84	3.97
Unfriendliness	3.81	3.69	4.00
Unfulfillment of educational requirements	3.76	3.75	3.78
No purpose and goals	3.69	3.67	3.72
Unwillingness to start at bottom	3.66	3.70	3.59
Inarticulateness	3.60	3.46	3.86
Poor scholastic record	3.42	3.37	3.51
Nervousness	2.78	2.73	2.88
Failure to participate in extra-curricular activities	1.67	1.63	1.74

^a1 = small handicap; 5 = great handicap. The rating for each deterrent is equal to the arithmetic mean of all ratings given to each deterrent. The rating system used in this table is a converse of that used in the questionnaire. The converse rating was used to make a high number signify a high rating.

^bN = 212

ments.⁴

In addition to the first two deterrents, four other deterrents were considered to be very great handicaps: failure to pass a physical exam; no initiative; passiveness and indifference; and poor personal appearance.

There were three quite important deterrents in a cluster which diminished youths' chances of securing employment: slovenly and disordered application blank; failure to pass written tests; and overbearing - "superiority complex". The remaining six fairly significant deterrents which represented ill winds for young people can be observed in Table 11.

The manufacturers and non-manufacturers did not quite agree on the severity of the seventeen deterrents. The manufacturers ranked the deterrents in an order similar to that of all employers, whereas the non-manufacturers ranked them somewhat differently. The non-manufacturers decided that poor personal or work references was the greatest hindrance, and that discourteousness was the second most serious deterrent. While poor personal appearance was considered to be a greater handicap than the failure to pass a physical exam, inarticulateness was determined to be a greater obstacle than unfulfillment of educational requirements.

Unlike the non-manufacturers, the manufacturers (as shown in Table 11) considered three deterrents to be greater handicaps:

⁴Previously, in Table 10, the employers specified inadequate education as the main reason why youths were usually not qualified for employment.

discourteousness, failure to pass a physical exam, and unwillingness to start at the bottom. However, the non-manufacturers, contrary to the manufacturers, believed that ten deterrents were more serious: poor personal appearance; slovenly and disordered application blank; failure to pass written tests; overbearing - "superiority complex"; unfriendliness; no purpose or goals; inarticulateness; poor scholastic record; nervousness; and failure to participate in extra-curricular school activities. The manufacturers and non-manufacturers did agree on the severity of four deterrents: Poor personal or work references; no initiative; passiveness and indifference; and unfulfillment of educational requirements.

In general, the large employers thought the deterrents were greater handicaps than did the small employers.

To recapitulate, the employers believed that youths are usually not qualified for employment primarily because of inadequate education, lack of experience, and lack of skill. Moreover, they are averse to hiring unkempt, discourteous youths who had poor personal or work references, had failed the physical or written exams, lacked initiative, and who were passive and indifferent.

CHAPTER IV

TRAINING YOUTHS FOR EMPLOYMENT

The employers in the revised questionnaire were requested to rank five specific organizations--private enterprise, government, schools, union, and military service--in terms of their importance in training young people for jobs. Also they were asked to submit the names of additional training organizations.

From a smaller sample of 229 employers, 203 rated the five organizations in terms of their importance in training youths in the following manner:

Schools	1st
Private enterprise	2nd
Military service	3rd
Government	4th
Union	5th

As might be expected, the employers listed the school as the most important organization. They also thought quite highly of private enterprise as a training organization. While military service was considered to be more important than government, the union was assigned the lowest rating. There were no discrepancies between the answers given by the large, medium-sized, and small manufacturers; however, there was a disparity between the responses of the large and small non-manufacturers. While the large non-manufacturers gave military service a third place rating, the small ones awarded it second place and consigned private enterprise to third place.

There were seven manufacturers and seven non-manufacturers who mentioned additional training organizations which were important in educating youths for employment. The family was pointed out six times, and special training schools--technical, professional, and trade--were specified four times. The church and the Boy Scouts organization were each listed once.

Importance of Schools in Training
Youths for Employment

Schools are partly responsible for preparing youths to earn a living. In doing so they must teach certain basic courses some of which are more important than others. There were 158 employers who indicated that some school subjects were more important than others in preparing young people for jobs in their organizations. They were asked to point out some of the more important subjects. As might be expected the employers specified two basic education courses: mathematics and English. In addition, they demonstrated a tendency to be quite practical when they stressed the value of trade, technical, or vocational courses; commercial ~~and~~ business subjects; and typing. (See Table 12) Understandably, a greater percentage of manufacturers than non-manufacturers mentioned trade, technical, or vocational courses as shown in Table 13. On the other hand, a greater percentage of non-manufacturers specified six subjects: English, commercial or business courses, typing, physical sciences, shorthand, and speech. Approximately the same percentages of manufacturers and non-manufacturers pointed out the social sciences and mathematics.

TABLE 12

COMPARISON OF THE FREQUENCIES WITH WHICH THE
EMPLOYERS MENTIONED IMPORTANT SPECIFIC
SCHOOL SUBJECTS BY TYPE OF EMPLOYER

Subject	Number of Times Mentioned		
	All employers ^a	Manufac- turers ^b	Non-manu- facturers ^c
Mathematics	62	38	24
Trade, technical, or vocational	59	53	6
General	33	31	2
Machine shop	11	11	0
Drafting - mechani- cal drawing	11	11	0
Electronics-mechanics	3	0	3
Cook and baker	1	0	1
English	58	29	29
Commercial or business	52	23	29
General	28	14	14
Bookkeeping	9	3	6
Office machines	5	0	5
Economics	3	3	0
Accounting	3	1	2
Business law	1	1	0
Advertising	1	1	0
Key punch	1	0	1
Filing	1	0	1
Typing	45	24	21
Physical sciences	32	14	18
Shorthand	27	15	12
Speech	8	2	6
Social sciences	4	2	2
Total	347	200	147

^aN = 158

^bN = 96

^cN = 62

Note: The total number of answers exceeds the total sample because some employers mentioned more than one subject.

TABLE 13

COMPARISON OF THE PERCENTAGE OF MANUFACTURERS
AND NON-MANUFACTURERS WHO INDICATED
IMPORTANT SPECIFIC SCHOOL SUBJECTS

Subject	Percentage	
	Manufacturers ^a	Non-manufacturers ^b
Mathematics	40	39
Trade, technical, or vocational	55	10
English	30	47
Commercial or business	24	47
Typing	25	34
Physical sciences	14	29
Shorthand	16	20
Speech	2	10
Social sciences	2	3

^aN = 96

^bN = 62

Role of Private Enterprise in Training
Young People

On-the-job training.--Most of the employers were willing to establish OJT programs for youths in the beginning level jobs. There were 145 employers, or 89 manufacturers and 56 non-manufacturers, who were willing to do so. However, a greater percentage of large employers than small ones were willing to establish OJT programs for youths. According to Table 14 most of the manufacturers in nine industries assented to the establishment of OJT programs for youths; whereas the majority of them in two industries dissented. (While over half of the manufacturers in two industries were undecided, those in six industries reached no consensus.) Over fifty percent of the non-manufacturers in seven industries were willing to set up appropriate OJT programs for young people. Those representing hotels and miscellaneous services reached no consensus.

Creating vacancies for unemployed youths.--The employers were also asked whether they would consent to the establishment of training programs to expedite the promotion of present employees in order to create vacancies at beginning levels for which unemployed youths may be hired and trained. It was discovered that most of the employers, especially the manufacturers, were willing to do so.¹ There were 172 employers, or 113 manufacturers and

¹This judgment should not be interpreted to mean that most of the employers would be willing to hire more youths per se. It is rather doubtful that the employers would be willing to create vacancies for youths unless their present employees could be upgraded. They could not be expected to discharge present employees just to accommodate unemployed youths.

TABLE 14

WILLINGNESS OF MANUFACTURERS TO SET UP APPROPRIATE
ON-THE-JOB TRAINING PROGRAMS FOR YOUTHS IN THE
BEGINNING LEVEL JOBS

Industry	Number of Manufacturers				
	Yes	No	Undecided	No answer	Total
Apparel	6	0	0	1	7
Chemical & allied	7	2	4	0	13
Electrical machinery	18	5	5	1	29
Fabricated metal	9	1	6	3	19
Food & kindred	12	3	6	1	22
Furniture & fixtures	3	1	0	1	5
Instruments & allied	6	1	2	0	9
Leather	2	0	0	0	2
Lumber & wood	1	0	1	1	3
Machinery (except electrical)	11	0	5	1	17
Paper & allied	2	0	3	0	5
Petroleum	2	0	1	1	4
Primary metal	2	1	1	2	6
Printing & publishing	4	0	0	0	4
Rubber & plastics	0	0	2	0	2
Stone, clay, & glass	2	0	1	0	3
Textile mill	0	1	0	0	1
Transportation equipment	2	4	0	0	6
Miscellaneous	0	2	2	1	5
Total	89	21	39	13	162

59 non-manufacturers who consented. However, a greater percentage of large employers expressed an interest in creating vacancies than did small ones. Most of the manufacturers in thirteen industries assented to the creation of vacancies for unemployed youths; whereas in no industry was there a majority of manufacturers who dissented. Over fifty percent of the non-manufacturers in six industries were willing to create vacancies for unemployed young people; moreover, in no industry was there a majority of non-manufacturers who expressed an unwillingness to do so.

Role of Government in Training Youths

Although the government was ranked fourth in importance in training young people for employment, it has played a significant role in training youths by providing the funds with which to train poor unemployed young people under 21 years old.²

²In Metropolitan Chicago under the Manpower Development and Training Act (MDTA) of 1962, the federal government has furnished the wherewithal for training unemployed youths in arc welding, machine tool operation, auto mechanics, and coil winding. Unemployed young people who are at least 17 years old and have been out of school for one year may be eligible for the training programs as well as for a weekly allowance of twenty dollars provided there is a youth allowance granted. Up to now only the arc welding program has accepted youths who are functionally illiterate, i.e., below the 6th grade reading and arithmetic levels. In the near future the coil winder project will accept them also.

The Economic Opportunities Act of 1964 provided for the allocation of funds to the Chicago Board of Education for training unemployed dropouts in five areas: woodworking, small appliance repair, nurse's aide work, pressing and alterations, and handyman work. This special training project is better known as the Urban Youth Program. In addition, the same act authorized the federal government to recruit young people for the JOB CORPS. To be eligible, youths must be 16 to 21 years old, unemployed, and out of school and be between the fourth and seventh grade reading and arithmetic levels. The JOB CORPS will provide vocational training in forestry and conservation mainly at federally owned parks and forests plus basic education. [Interview with Lucius Meine (supervisor), Cook County Department of Public Aid]

Thus, the employers thought the school was the most important training organization for youths. They considered mathematics, English, the trade, technical, or vocational courses, and the commercial or business subjects to be very important in preparing youths for future employment. By their willingness to establish OJT programs, they expressed a desire to share in the responsibilities of training youths for employment.

CHAPTER V

HOW YOUTHS CAN BETTER PREPARE FOR EMPLOYMENT

Suggested Part Time or Summertime Jobs, Activities and Pastimes

The employers were asked to indicate the types of part time or summertime jobs, activities, and pastimes which would better prepare youths for employment in their organizations. From a smaller sample of 229 employers, 132 or 77 manufacturers and 55 non-manufacturers answered the question.

Both the manufacturers and non-manufacturers thought part time or summertime jobs rather than activities and pastimes would better prepare youths for jobs in their organizations. The manufacturers mentioned various jobs 135 times, but specified activities and pastimes only 36 times. Similarly, the non-manufacturers selected a variety of jobs 96 times, but stated activities and pastimes only 18 times.

Part Time or Summertime Jobs

The semi-skilled, clerical, and miscellaneous jobs were mentioned most frequently by the employers as those which would better prepare youths for employment in their organizations as shown in Table 15. While a greater percentage of manufacturers suggested semi-skilled; semi-professional and/or technical; sales; and skilled jobs, a greater percentage of non-manufacturers specified clerical, service, unskilled, and miscellaneous occupations.

TABLE 15

SUGGESTED PART TIME OR SUMMERTIME
JOBS BY TYPE OF EMPLOYER

General categories of part time or summertime jobs	No. of times mentioned by type of employer		
	All employers ^a	Manufac- turers ^b	Non-manu- facturers ^c
Semi-professional and/or technical	27	16	11
Clerical	54	28	26
Sales	18	12	6
Skilled	4	3	1
Semi-skilled	38	29	9
Service	22	12	10
Unskilled	15	8	7
Miscellaneous ^d	53	27	26
Total	231	135	96

^aN = 132^bN = 77^cN = 55^dNo specific job - just any job insofar as it resembles
some type of work.Note: The total number of answers exceeds the total sample
because some employers mentioned more than one cate-
gory.

Semi-professional and/or technical.--In this category the manufacturers mentioned three most valuable types of part time or summertime jobs: laboratory research work, technical level jobs, and recreation of camp counseling. Laboratory research work and technical level jobs were the most important preparatory work experiences mentioned by the non-manufacturers.

Clerical.--Work of a general clerical nature and typing experience were indicated by the manufacturers as the best preparation for employment. Filing and shorthand were also suggested. Although the non-manufacturers mentioned clerical work and typing as the most important part time or summertime experiences, they also indicated that experience in shorthand and billing would be helpful.

Skilled.--For the manufacturers there was no favorite skilled job that ranked above the others. They set forth only three jobs in the skilled area: skilled trade work, OJT in special skills, and work with hot metal. The non-manufacturers did not think that part time or summertime work in the skilled jobs was very important. Only one non-manufacturer expressed an interest when he mentioned that electronic work would be an asset.

Semi-skilled.--The semi-skilled occupations mentioned most frequently by the manufacturers were general factory productions (from light assembly to punch press), electrical repair, auto repair mechanics, and shop or mechanic's helpers. The non-manufacturers suggested most frequently stock and store clerk jobs as those which would better prepare youths for employment in their

organizations.

Service.--The manufacturers most frequently stated service station work. There were five other part time or summertime jobs mentioned: newsboy, food service, recreation work, meat market work, and chauffeur. The non-manufacturers thought food service and hospital patient care (nursing assistants) were the most important part time or summertime jobs. They also mentioned work in hotels or motels, in park or recreation centers, and in gas stations.

Unskilled.--The manufacturers suggested stock work most often. In addition they pointed out three other jobs in the unskilled area: work in the city streets, construction, and general labor. Although one non-manufacturer preferred youths to have a general helper background, most non-manufacturers indicated that they should experience hard physical labor and construction work.

Miscellaneous.--Any work experience related to a career objective or a field of interest was most significant. Jobs which encouraged contact and cooperation with others and the development of responsibility and initiative were also high on the manufacturers' list of desired work experiences. There was one manufacturer who thought any part time work was important to young people because it would help them learn the satisfaction of earning a living. Another related that any work experience is worthwhile and indicates some initiative. The non-manufacturers stressed the importance of public contact and work in which young people would meet and work with others. There was one non-manufacturer

who thought that youths who work on a part time basis convey in a healthy way their attitude toward employment. Another suggested it would be desirable for youths to do well at any job and persevere in it. He added, "just working every summer will tell you a great deal about a young person".

Part Time or Summertime Activities
and Pastimes

The employers preferred that youths participate in school activities rather than other types of part time or summertime activities and pastimes as shown in Table 16. Participation in school activities was mentioned most frequently by the manufacturers as the most desirable way youths could better prepare for employment in their organizations. On the other hand, the non-manufacturers did not specify any particular type of activity or pastime as being most important, but they did mention that any type of constructive activity during leisure hours would be quite helpful.

School activities.--The manufacturers mentioned machine shop most frequently. They also suggested summer school (to acquire more knowledge), auto mechanics, and mechanical or electrical theory. The non-manufacturers mentioned each of the following activities once: summer school (for typing), theory and training in interstate commerce, and a study of the food industry.

Hobbies or interests.--The manufacturers thought activities dealing with the construction and repair of electrical appliances and interests in the scientific and technical areas were most significant. An allusion was made to reading and sports. The non-

TABLE 16 .

SUGGESTED PART TIME OR SUMMERTIME
ACTIVITIES AND PASTIMES BY
TYPE OF EMPLOYER

General categories of part time or summer- time activities and pastimes	No. of times mentioned by type of employer		
	All employers ^a	Manufac- turers ^b	Non-manu- Facturers ^c
School activities	21	18	3
Hobbies or interests	10	8	2
Youth organizations	8	6	2
Miscellaneous ^d	15	4	11
Total	54	36	18

^aN = 132

^bN = 77

^cN = 55

^dNo specific activity or pastime - just any activity or pastime insofar as it resembles something which is constructive.

manufacturers suggested reading and volunteer work as nurse's aides as constructive ways to better prepare for employment.

Youth organizations.--The manufacturers appeared to be most interested in youths' participation in Junior Achievement. The Boy Scouts organization was mentioned once. The non-manufacturers recommended that youths should participate in Junior Achievement, the YMCA, and various club activities.

Miscellaneous.--Of the four manufacturers who thought any type of activity or pastime would be suitable for young people, two made specific suggestions. While one manufacturer pointed out that youths should participate in any constructive activities or organizations which would develop their ability to get along with others, the other recommended that young people should consider activities which would enhance their knowledge of technical developments. The non-manufacturers considered most significant any activities which young people would be encouraged to accept responsibility, and stimulated to meet, communicate with, and get along with others. While one employer suggested that youths could better prepare for employment by participating in a variety of activities, another advised young people to experience activities and pastimes which would promote teamwork, initiative, ambition, and leadership.

Employers' Suggestions on How Youths Can
Better Prepare for Employment

The employers were asked how they thought youths could better prepare for jobs in their organizations. There were 177 employers or 111 manufacturers and 66 non-manufacturers who offered sugges-

tions. Their interest in the improvement of youths' education was quite obvious as shown by Table 17. However, the quantity rather than quality of education appeared to be more significant. The specific suggestions made by the manufacturers and non-manufacturers are listed below according to type of industry.

Manufacturers

Stone, clay, and glass There were two main ideas presented by the employers in this industry: first, parents and educators share the responsibility in preparing youths for employment, but the parents' role is more important; second, young people should be aware of what employers expect of them.

Food and kindred There were four significant ideas mentioned by the manufacturers in the food and kindred industry: acquisition of an adequate education, better application in school, summertime or part time work experience, and acceptance of work.

One employer suggested that youths should attend a baking school if they were interested in pursuing a career in baking and cooking. He added, young people should "realize that they must start at the bottom (low pay rates) and work into better jobs". There were two employers who thought youths should prepare themselves to meet the qualifications of the jobs desired. One employer commented that young people could better prepare for employment by receiving better guidance, discipline, and training by their families.

Fabricated metal The acquisition of more education, especially shop and technical, and better application to schooling

TABLE 17

EMPLOYER' SUGGESTIONS ON HOW YOUTH COULD BETTER
PREPARE FOR EMPLOYMENT BY TYPE OF EMPLOYER

Suggestions	No. of times mentioned by type of employer		
	All employers ^a	Manufac- turers ^b	Non-manu- facturers ^c
IMPROVEMENT OF EDUCATION	154	105	49
Additional education or completion of high school	47	36	11
Better application in school	27	19	8
Acquisition of more technical and vocational training	24	20	4
Acquisition of background necessary to meet job qualifications	15	11	4
Acquisition of more commercial and business courses	12	3	9
Improvement of English	9	4	5
Improvement of mathematics	7	3	4
Improvement of school guidance and counseling	6	4	2
Acquisition of a college education	5	5	0
Improvement of speech	2	0	2
IMPROVEMENT OF ATTITUDE	20	12	8
Willingness to accept work assigned	7	5	2
Develop positive attitude toward employment	7	3	4
Better application at work	6	4	2
DETERMINATION OF GOALS OR JOB OBJECTIVES	19	15	4
WORK EXPERIENCE (SUMMER OR PART TIME)	12	9	3
AWARENESS OF WHAT EMPLOYER EXPECTS OF A GOOD WORKER	11	6	5
PARTICIPATION IN YOUTH ORGANIZATIONS	4	4	0
IMPROVEMENT OF FAMILY GUIDANCE AND DISCIPLINE	4	4	0
MISCELLANEOUS	59	33	26
TOTAL	283	188	95
^a N = 177	^b N = 111	^c N = 66	

Note: The total number of answers exceeds the total sample because some employers made more than one suggestion.

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were emphasized by the manufacturers in the fabricated metal industry. One employer thought youths needed to develop a good job attitude and good work habits. Another commented that a young person should "try to learn more than one shop operation so as to have more latitude when applying for a job". Finally, one employer related that youths should "come prepared to work with the attitude that they wish to see how much service they can perform toward others, including the company, rather than to see 'what is in it for me'".

Transportation equipment In general the manufacturers in this industry thought youths could better prepare themselves for employment if they were to elevate their skill level and apply themselves better in school and at work. There was one employer who stated that if young people "don't have a specific career in mind the best preparation is the development of a sense of responsibility". Another one thought youths should obtain "part or full time jobs at lower pay in less intense occupations and thereby build up their skill level". Finally, one pointed out that youths should "become more serious about the importance of having a steady job and income and have an attitude that their pay envelope is for working not just for showing up on the job".

Electrical machinery The manufacturers in the electrical machinery industry suggested most frequently that youths should acquire more education, define their goals or job objectives, acquire the background necessary to meet their aims, and acquire a skill to better prepare for employment. It was recommended

that young people should acquire a marketable skill even though they plan to change jobs several times before they settle down.

There were two employers who expressed an interest in career guidance. While one employer thought there should be more student counseling on the part of the educators and indicated employers are ready to participate in guidance programs, another went a little further by suggesting that high schools should invite industry to "how to get a job" sessions every year to better prepare interested youths.

There was one employer who related that it would be helpful "if somehow youths could be made to realize that when they start at the top there is only one way to go". Another suggested that young people should "come prepared with an understanding of what will be expected of them in a business environment". Still another commented that youths should convey a willingness to do any work available and learn to do it as well as they can.

Paper and allied The need for additional schooling and clear cut job objectives were most frequently mentioned by the manufacturers in this industry.

Machinery - except electrical The manufacturers stressed the importance of completing school and acquiring a skill through technical training. There was one employer who emphasized the significance of the family and the school when he remarked: "if youths in general received more firm discipline in the home and were consequently compelled to apply themselves at school, this should give them the necessary background to apply for any un-

skilled - type work with the assurance of promotional ability". Another thought that young people could benefit from the acquisition of machine shop courses and a strong math background. Finally, one employer recommended that youths should obtain summertime and part time work experience of a mechanical nature.

Instruments and allied The manufacturers mentioned most often three suggestions: more diligent application to schooling, increased participation in youth organizations, and better guidance at school and in the home. There was one employer who would train youths in specifics if they had an inherent ability to grasp the training. Another recommended that young people should "obtain more information concerning job requirements from teachers and student counselors".

Petroleum The manufacturers pointed out that youths should obtain more education and apply themselves diligently to better prepare for employment. For young people who aspire to clerical work one employer suggested that they take more comprehensive commercial courses, and for those who want general labor work he recommended that they apply themselves in physical education, English, and citizenship. Another commented that youths should apply themselves in chemistry and subjects of a mechanical nature.

Lumber and wood The manufacturers in this industry suggested that if young people were to finish high school, they would be better prepared for employment.

Chemical and allied The employers thought youths could

better prepare for employment by participating in youth organizations, defining their goals, taking courses which lead toward their goals, applying themselves diligently, and securing more education.

Furniture and fixtures The manufacturers in this industry advised youths to obtain training in business, manual arts, wood-working, drafting, and accounting. It was also suggested that young people should select a "field or job of interest to them and take up the subjects in school required for the job". Another thought that youths should have a more serious attitude toward all of the jobs they do.

Apparel The manufacturers in the apparel industry pointed out that youths would be better prepared for employment if they were to attend a vocational or trade school, apply themselves more diligently in school, show a real interest in working, and obtain basic skills through school. There was one employers who advised youths to take a tailoring program at a vocational high school.

Primary metal The employers cited three notable recommendations which youths should pursue: more diligent application to schooling, the development of realistic goals, and the acquisition of a high school education. There was one employer who commented that youths should "complete high school with an emphasis on those courses which are suited to the student's potential or expressed interest".

Non-manufacturers

Communication and public utilities

The non-manufacturers in this industry thought that youths could better prepare themselves for employment if they were to acquire a good basic education with emphasis on mathematics, English, and speech; acquire vocational training; apply themselves in school; and participate in extra-curricular school activities. Those youths who are interested in radio and television work could better prepare for employment "by beginning to work at the small, local station - or by going to a school of broadcasting", related one employer.

Finance, insurance, and real estate

The employers representing the finance, insurance, and real estate industry emphasized the importance of improving English and mathematics skills; applying oneself in school; finishing high school; and taking more business, commercial, and office skill courses. It was suggested that youths could better prepare for employment by paying close attention to three characteristics of good workers: reliability, positive attitude, and neatness. It was also recommended that high schools should put greater emphasis on commercial courses for those non-college youths who will be stepping right into job situations after they complete high school.

Hospitals

The employers in the hospital industry suggested most frequently that youths could better prepare for employment by completing high school, continuing their education (advanced training), defining their job objectives, knowing the

job requirements, and acquiring the background necessary to meet those requirements. One employer thought it would be helpful for youths to do volunteer work in hospitals or do any work at all in the medical or nursing fields. Another related that young people could better prepare for employment by studying to become practical nurses, laboratory and x-ray technicians, chemists, bacteriologists, registered nurses, and doctors. Still another suggested "the best thing anyone who works in a hospital could do would be to learn to get along with people".

In an effort to better acquaint youths with the job requirements one employer suggested that either a student or counselor visit the hospital "to find out the requirements established for the different jobs". Similarly, another thought there should be "better coordination with high school counselors to publicize hospitals positions and the necessary background".

Trade The non-manufacturers in the trade industry advised youths to better prepare for employment by obtaining career guidance at school, improving their English and mathematics, developing a positive attitude, and knowing what employers expect on any job. Preparing youths for employment starts in the home according to one employer. He added: "If parents put a value on holding a job and doing it well, we have a good employee. Also if the home feels school and learning are important, we have a good employee".

Transportation To better prepare for employment the non-manufacturers in this industry advised youths to finish high

school, acquire the background necessary to meet job qualifications, obtain more general business and economic courses, develop a positive attitude, and apply themselves in school, There was one employer who suggested that youths should take courses in the motor carrier field. Another employer, commenting on youths' immaturity, stated: "the average youth is more interested in what will be done for him rather than what he will do to earn what is given".

Construction and contractors The employers in the contractors industry pointed out that youths need to secure more education and apply themselves better in school to better prepare for employment.

Restaurant The employers in the restaurant subgroup thought that young people should develop responsibility, an interest in work, and a willingness to work. The general course in school would be adequate preparation for employment to one employer's thinking. Another commented that youths should "have an awareness of people and how their needs can be best served. Working in any service organization would help".

Hotels Young people who seek work in the hotel field should think about their futures and work during the summer to better prepare for employment. There was one respondent who mentioned that work experience in a hotel was mandatory for students of hotel schools.

To sum up, youths can better prepare for employment by securing some type of part time or summertime work preferably in the

in the semi-skilled, clerical, and miscellaneous areas. In addition, they should improve their education and develop a better attitude toward work.

CHAPTER VI

RECRUITMENT OF YOUTHS

There are several ways to recruit youths for a job; some are more acceptable to employers than others. In order to reach a consensus and reduce uncertainty, a question was included in the revised questionnaire which asked the employers to judge the importance of eight methods used to recruit youths. Of the 229 employers in the smaller sample, 208 of them or 130 manufacturers and 78 non-manufacturers judged the eight methods.

Apparently the employers were quite interested in hiring young people who applied for work on their own. Table 18 points out that the employers rated personal application as the most important method used to recruit youths. There were two methods of recruitment which were considered to be very important: nominations by present employees and advertising. The employers gave approximately equal ratings to two fairly important methods of recruiting young people: supervisors and scouting in schools. The employment agencies, both public and private, were assigned rather low ratings. The employers considered them to be of little importance in recruiting youths. Finally, they had the least use for the labor organizations as supply sources of young people.

The rank orders of the methods of recruitment by the manufacturers and non-manufacturers taken separately were similar to the rank order used by all employers. There was one exception in

TABLE 18

EMPLOYERS' RATINGS OF EIGHT METHODS USED
TO RECRUIT YOUTHS BY TYPE OF EMPLOYER

Method of Recruitment	Rating ^a by Type of Employer		
	All employers ^b	Manufac- turers ^c	Non-manu- facturers ^d
Personal application	6.86	6.93	6.75
Nominations by pre- sent employees	6.54	6.45	6.70
Advertising	6.18	6.20	6.16
Supervisors	5.16	5.06	5.33
Scouting in schools	5.12	5.08	5.19
Public employment agency	4.60	4.69	4.44
Private employment agency	4.38	4.27	4.57
Labor organizations	2.95	2.85	3.12

^a1 = least important; 8 = most important. The rating for each recruitment method is equal to the arithmetic mean of all the ratings given to each recruitment method. The rating system used in this table is a converse of that used in the questionnaire. The converse rating was used to make a high number signify a high rating.

^bN = 208

^cN = 130

^dN = 78

which the non-manufacturers rated the public and private employment agencies in a manner different from that of all other employers; they attached more importance to the private employment agency than to the public employment agency.

By comparing the responses of the manufacturers and non-manufacturers, it was found that the manufacturers attached more importance to three methods of recruiting youths: personal application, advertising, and the public employment agency; whereas the non-manufacturers attributed greater significance to five methods: nominations by present employees, supervisors, scouting in schools, the private employment agency, and labor organizations. (See Table 18)

The large manufacturers evaluated the eight recruitment methods in a manner only slightly different from that of all manufacturers. The large manufacturers thought that scouting in schools was a more important method of recruiting youths than supervisors. The medium-sized manufacturers differed from all manufacturers to the greatest extent. They attributed more significance to scouting in schools than to supervisors and more importance to private employment agencies than to public employment agencies. The small manufacturers attached more importance to public employment agencies than to supervisors.

There was quite a variation between the ratings given by the large non-manufacturers and those given by all non-manufacturers. The large non-manufacturers indicated that nominations by present employees was the most important method used to recruit youths.

Advertising was given a higher rating than personal application; scouting in schools was considered to be more helpful than were supervisors. The rank order of the recruitment methods used by the small non-manufacturers was identical to the rank order used by all employers.

In substance, the employers preferred to recruit young people through personal application, nominations by present employees, and advertising. They were somewhat interested in using supervisors and scouting in schools, but were reluctant to utilize the employment agencies. Apparently the labor organizations were mentioned as a last resort.

CHAPTER VII

CONCLUSION

Findings

The great majority of Metropolitan Chicago employers in this study hired males and females who were 21 years old and under, preferably on a full time basis. The manufacturers most frequently hired youths who were 18 years old, whereas the non-manufacturers generally hired those in the 16 - 17 year old range. In 1963, the employers hired 8.2 youths for every 100 employees. The non-manufacturers hired more youths per 100 employees than did the manufacturers. The manufacturers hired more males than females, while the converse was true for the non-manufacturers. Although the employers were more willing than not to allocate more of the available jobs to youths, quite a large number of them were undecided as to whether or not they would. Most of the employers hired young people for the clerical, unskilled, and semi-skilled jobs. It is highly probable that the clerical occupations will become more significant as beginning level jobs and might displace the unskilled occupations as the most important entry jobs.

The employers rated character as the most important worker qualification that young people should possess. There were six other qualifications which were considered to be quite important: interest in job, intelligence, initiative, education, maturity and emotional stability, and aptitude. Skill and experience were assigned comparatively low ratings. As anticipated, it was

important for youths to have a high school diploma to qualify for all jobs except the unskilled. The employers were quite interested in using aptitude and intelligence tests, but were rather hesitant to use written tests to check achievement, temperament - personality, and interest.

Most of the employers indicated that youths were usually not qualified for employment. Of the approximately fifty reasons mentioned three were most conspicuous: inadequate education, lack of experience, and lack of skill. The employers were averse to hiring discourteous young people who had poor personal or work references, had failed to pass the physical exam, lacked initiative, and who were passive and indifferent.

The school was rated as the most important organization for training young people. The employers pointed out that mathematics; trade, technical, or vocational courses; English; and commercial or business courses were very important subjects in preparing young people for jobs. Apparently the employers were willing to share some responsibility for training youths because the majority of them were willing to set up on-the-job training programs for young people in the beginning level jobs.

Youths can better prepare for employment by obtaining clerical, semi-skilled, or just any type of work experience. In addition, the employers suggested that young people should improve their education, improve their attitude, and determine a goal or job objective.

The employers preferred to recruit youths who applied for

work on their own initiative. They also valued quite highly the nominations made by the present employees, and advertising.

Recommendations

What can youths do to help themselves make a successful transition from school to work? Furthermore, what can parents, educators, and employers do to help young people enter the world of work? On the basis of the results of this study several recommendations can be made.

Youths should try to:

1. know themselves better, i.e., know their own intellectual capacities, personalities, interests, and aptitudes;
2. face up to their shortcomings;
3. learn about entry jobs and advanced jobs within the various industries in Metropolitan Chicago;
4. study the industry in which they express the greatest interest;
5. learn about occupations desired and define job objectives;
6. know requirements of the job desired;
7. secure education necessary to meet those requirements (attend evening school, if necessary);
8. apply themselves diligently in school, i.e., do more than just establish a good attendance record;
9. develop a positive attitude toward employment;
10. be sure to understand mathematics and English;
11. become familiar with taking employers' tests;
12. secure as much part time or summertime work experience as possible; and

13. learn marketable skills such as typing, shorthand, drafting, machine shop, etc.

Parents should try to:

1. inspire their children to select realistic occupational goals and to encourage them to diligently pursue the education necessary to fulfill those goals; and
2. communicate with the school administrators, especially, the counselors, regarding their children's vocational plans.

Educators should try to:

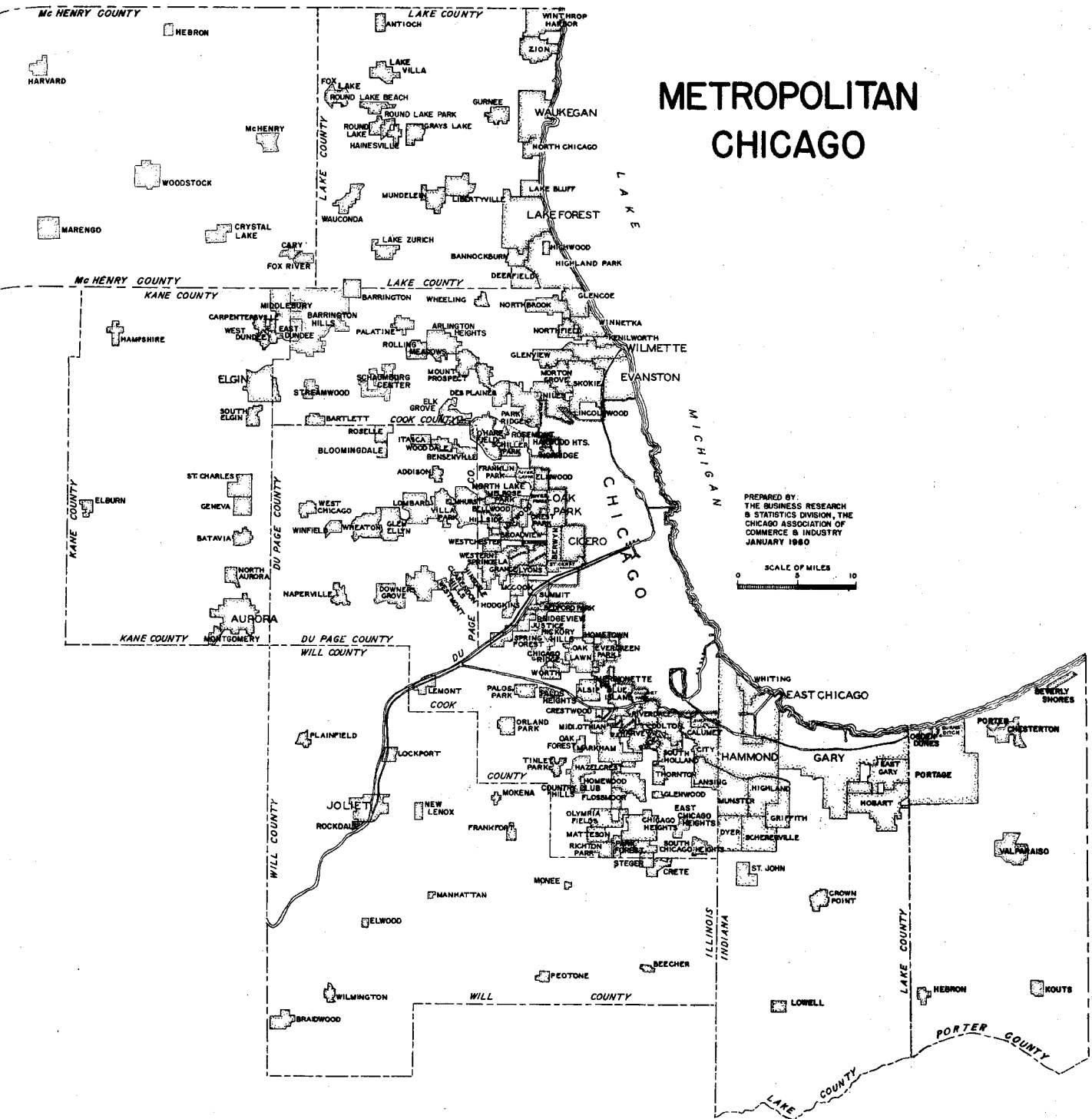
1. stimulate, guide, and train youths properly in their pursuit of realistic vocational goals as early as possible (preferably in the first year of high school);
2. require each student to have a counselor, but give the student his choice of a counselor;
3. establish a job placement service at each school for all present and former students;
4. communicate with the parents regarding the students' vocational plans;
5. determine what jobs (full time, part time, and temporary) are available in the school's locale and find out as much as possible about the qualifications desired;
6. plan the school curriculum to meet the needs of the employers in the area served by the school;
7. invite employers from various industries to the schools to discuss the many occupations found in each industry represented;

8. strengthen the high school graduation requirements by raising the mathematics and English standards. This might help to elevate the value of a high school diploma; and
9. work intensively with youths who have difficulty adjusting academically and socially to school life.

Employers should try to:

1. communicate with educators regarding job openings and job requirements;
2. call upon schools to help fill the jobs available;
3. hire more youths on a part time basis;
4. establish more formal on-the-job training programs; and
5. invite educators to visit their businesses and industrial organizations.

**METROPOLITAN
CHICAGO**



APPENDIX II

3615 North Pine Grove
Chicago 13, Illinois
January 20, 1964

Dear Sir:

I am a graduate student at Loyola University's Institute of Social and Industrial Relations under the supervision of Julius Rezler, Ph. D. To partially fulfill the requirements for a master's degree I am conducting a survey of metropolitan Chicago employers to ascertain a few current hiring practices and policies for youth, male and female, 21 years old and under.

My purpose is threefold:

- (1) to determine if employers hire youth
- (2) in what type of jobs they hire them, and
- (3) what qualifications are desired.

It is my intention to benefit employers by acquainting youth with the general hiring practices and policies of employers. The more information young people have about employers' needs, the better opportunity they will have to prepare themselves for a job.

No company will be identified individually.

A summary of the results of this study will be disseminated to youths in schools, the Y.M.C.A., the State Employment Service, the libraries, and other agencies serving youth.

The attached questionnaire should take only a few minutes to complete and its return by February 3, 1964, would be greatly appreciated.

Thank you very much for your cooperation.

APPENDIX II (CONTINUED)

Yours truly,

Frank J. Stangel

APPENDIX II - QUESTIONNAIRE

YOUTH HIRING PRACTICES AND POLICIES

I. Industrial Classification

- A. Type of business _____
- B. Number of persons employed by your organization _____

II. Occupations for Youth

- A. Do you hire youth 18 to 21 years old? _____ yes _____ no
- B. If yes, on what basis do you hire them?
 _____ Temporary _____ Part Time _____ Full Time
- C. What is the minimum age at which you hire youth? _____
- D. Approximately how many youths do you hire annually?
 _____ Male _____ Female
- E. Check the beginning occupations in which you hire youth:
- | | |
|--|-------------------------------|
| _____ Semi-professional &/or technical | _____ <u>Semi-skilled:</u> |
| _____ Clerical | _____ Delivery |
| _____ Sales | _____ Production - operatives |
| _____ Service | _____ Skilled trade helpers |
| _____ <u>Skilled:</u> | _____ Others (specify) _____ |
| _____ Apprentices | _____ <u>Unskilled:</u> |
| _____ Mechanics and repairmen | _____ Construction labor |
| _____ Craftsmen | _____ Common labor |
| _____ Others (specify) _____ | _____ Material handlers |
| | _____ Others (specify) _____ |

III. Worker Qualifications

A youth is applying for work in your organization. In analyzing his (her) suitability, rate all of the qualifications listed below. Put 1 to indicate the very important ones; put 5 to indicate the ones of little importance; put 2, 3, or 4 to indicate the degree of importance between 1 and 5.

- | | | |
|-------------------|---------------------|--|
| _____ Character | _____ Appearance | _____ Maturity & emotional stability |
| _____ Personality | _____ Intelligence | _____ Extra-curricular school activities |
| _____ Skill | _____ Initiative | _____ Interest in job |
| _____ Experience | _____ Ingenuity | _____ Aptitude |
| _____ Education | _____ Rank in class | _____ Others (specify) _____ |

APPENDIX II - QUESTIONNAIRE (CONTINUED)

IV. Checks on Personal Traits

Do you use written tests to check:

Intelligence? ☐ Yes ☐ No Achievement? ☐ Yes ☐ No

Aptitude? Yes No Temperament & personality? Yes No

Interest? Yes No

V. Educational Requirements

Check the minimum level of educational achievement required of youths for each occupation in which you hire them.

[illegible]

VI. Deterrents to Hiring Youth

Rate all of the deterrents listed below. Put 1 to indicate a great handicap; put 5 to indicate a small handicap; put 2, 3, or 4 to indicate the degree of handicap between 1 and 5.

— Inarticulate	— Poor personal or work references
— Poor personal appearance	— Slovenly & disordered application blank
— Discourteous	— Failure to participate in extra-
— Nervousness	— curricular school activities
— Poor scholastic record	— Unwilling to start at the bottom
— Unfriendly	— Overbearing - "superiority complex"
— No initiative	— Educational requirements unfulfilled
— No purpose and goals	— Failed physical examination
— Passive and indifferent	— Failed written tests
	— Others (specify)

APPENDIX II - QUESTIONNAIRE (CONTINUED)

VII. Training Youth for a Job

A. Are some school subjects more important than others in preparing youth for a job in your organization?
_____ Yes _____ No

B. If yes, please indicate the more important subjects.

C. Rank the organizations listed below in terms of their importance in training youth for a job. Put 1 before the most important; put 2 before the next most important; etc.

_____ Private enterprise _____ Government _____ School
_____ Union _____ Military service _____ Others (specify)

D. Indicate the types of part time or summertime jobs, activities, and pastimes which would better prepare youth for a job in your organization.

VIII. Creating Employment for Youth

More and more young people will be looking for work in the 1960's. During 1960 - 1970, in the Chicago area, a 54% increase in the labor force is projected for young people 14 - 19 years old and a 62% increase for those 20 - 24 years old. To more effectively employ the greater number of youths entering the labor force, would you be willing to:

A. reduce education and skill requirements, where practicable, for beginning level jobs? _____ Yes _____ No _____ Undecided

B. set up appropriate on-the-job training programs for beginning level jobs? _____ Yes _____ No _____ Undecided

C. develop training programs to facilitate the upgrading and promotion of employees to higher level jobs thus creating vacancies at beginning levels for which unemployed youth may be hired and trained? _____ Yes _____ No _____ Undecided

D. allocate more of the available jobs to youth?
_____ Yes _____ No _____ Undecided

APPENDIX II - QUESTIONNAIRE (CONTINUED)

- E. hire high school dropouts in jobs previously filled by high school graduates? ☐ Yes ☐ No ☐ Undecided

IX. Recruitment of Youth

Rank all of the methods listed below in terms of their importance in recruiting young people. Put 1 before the most important; put 2 before the next most important; etc.

- | | |
|--|---|
| <input type="checkbox"/> Advertising | <input type="checkbox"/> Personal application |
| <input type="checkbox"/> Scouting in schools | <input type="checkbox"/> Nominations by present employees |
| <input type="checkbox"/> Labor organizations | <input type="checkbox"/> Private employment agency |
| <input type="checkbox"/> Supervisors | <input type="checkbox"/> Public employment agency |

X. Are Youth Qualified?

- A. Are the youths applying for work in your organization usually qualified for the jobs they are seeking? ☐ Yes ☐ No
- B. If no, in what respects are they not qualified? _____
- C. How do you feel youths could better prepare for a job in your organization? _____

XI. Comments and Summary of Results

- A. Would you care to make any comments on this study? _____
- B. Would you be interested in an abstract of the results of this study? ☐ Yes ☐ No

Name of organization _____

Your position or job title _____

NOTE: The form of the original questionnaire differed somewhat due to the size of type used.

APPENDIX III

TABLE 19

COMPARISON OF THE POPULATION WITH RESPONDENTS
OF THE SAMPLE BY TYPE OF EMPLOYER

Type of Employer	Population		Sample	
	No.	%	No.	%
Manufacturers	688	59.6	162	63.8
Non-manufacturers	467	40.4	92	36.2
Total	1155	100.0	254	100.0

APPENDIX III (CONTINUED)

TABLE 20

COMPARISON OF THE POPULATION WITH THE RESPONDENTS
OF THE SAMPLE BY SIZE OF EMPLOYER

Number of Employees	Population		Sample	
	No.	%	No.	%
1,000 plus	221	19.13	101	39.76
500 - 999	170	14.72	48	18.90
250 - 499	358	31.00	52	20.47
250 - 999	406	35.15	53	20.87
Total	1155	100.00	254	100.00

APPENDIX III (CONTINUED)

TABLE 21

COMPARISON OF THE POPULATION WITH THE RESPONDENTS OF THE
SAMPLE BY SIZE AND TYPE OF EMPLOYER

Number of Employees	Population				Sample			
	Mfg.		Non-mfg.		Mfg.		Non-mfg.	
	No.	%	No.	%	No.	%	No.	%
1,000 plus	160	13.85	61	5.28	62	24.41	39	15.35
500 - 999	170	14.72			48	18.90		
250 - 499	358	31.00			52	20.47		
250 - 999			406	35.15			53	20.87
Total	688	59.57	467	40.43	162	63.78	92	36.22

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ABSTRACT

Problem

Today, youth unemployment is one of the problems facing the citizens of Metropolitan Chicago. As might be expected the unemployment rates for young people have been consistently higher than for older groups because young workers are generally inexperienced and are likely to change jobs frequently. Nevertheless, youths should be employed to bring out their potential and to develop experience and work habits in preparation for a career.

Purpose

A study was made to ascertain:

- (1) the extent to which employers hire males and females 21 years old and under at present and plan to hire them in the future,
- (2) the kind of jobs for which they hire them, and
- (3) the current youth hiring practices and policies.

It is intended to help young people in the Metropolitan Chicago area to make a successful transition from school to work.

Method of Study

A stratified random sample of 616 employers was selected from 1,155 employers listed in a Chicago Association of Commerce and Industry publication, Major Employers in Metropolitan Chicago, 1962. To secure the desired information a three page questionnaire was mailed to the initial sample of 616 employers of which 254 responded.

Findings

The great majority of Metropolitan Chicago employers in this study hired males and females who were 21 years old and under, preferably on a full time basis. The manufacturers most frequently hired youths who were 18 years old, whereas the non-manufacturers generally hired those in the 16 - 17 year old range. In 1963, the employers hired 8.2 youths for every 100 employees. The non-manufacturers hired more youths per 100 employees than did the manufacturers. The manufacturers hired more males than females, while the converse was true for the non-manufacturers. Although the employers were more willing than not to allocate more of the available jobs to youths, quite a large number of them were undecided as to whether or not they would. Most of the employers hired young people for the clerical, unskilled, and semi-skilled jobs. It is highly probable that the clerical occupations will become more significant as beginning level jobs and might displace the unskilled occupations as the most important entry jobs.

The employers rated character as the most important worker qualification that young people should possess. There were six other qualifications which were considered to be quite important: interest in job, intelligence, initiative, education, maturity and emotional stability, and aptitude. Skill and experience were assigned comparatively low ratings. As anticipated, it was important for youths to have a high school diploma to qualify for all jobs except the unskilled. The employers were quite interested in using aptitude and intelligence tests, but were rather hesitant to use written tests to check achievement, temperament -

personality, and interest.

Most of the employers indicated that youths were usually not qualified for employment. Of the approximately fifty reasons mentioned three were most conspicuous: inadequate education, lack of experience, and lack of skill. The employers were averse to hiring discourteous young people who had poor personal or work references, had failed to pass the physical exam, lacked initiative, and who were passive and indifferent.

The school was rated as the most important organization for training young people. The employers pointed out that mathematics; trade, technical, or vocational courses; English; and commercial or business courses were very important subjects in preparing young people for jobs. Apparently the employers were willing to share some responsibility for training youths because the majority of them were willing to set up on-the-job training programs for young people in the beginning level jobs.

Youths can better prepare for employment by obtaining clerical, semi-skilled, or just any type of work experience. In addition, the employers suggested that young people should improve their education, improve their attitude, and determine a goal or job objective.

The employers preferred to recruit youths who applied for work on their own initiative. They also valued quite highly the nominations made by the present employees and advertising.

APPROVAL SHEET

The thesis submitted by Frank J. Stangel has been read and approved by three members of the faculty of the Institute of Social and Industrial Relations.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Social and Industrial Relations.

January 17, 1966
Date

Julius Bender
Signature of Advisor